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ABSTRACT

This training system was designed for individuals called upon to evaluate teacher education programs and institutional aspects of institutions of higher education. The manual used for this training is a guide for a prospective program specialist operating in a simulated on-site review of a teacher education program conducting a self-study to determine that the program meets state accreditation requirements. The self-study materials used are fictionalized; however, the format in which the materials are presented is real. Each section of the training materials was designed to highlight an activity of a program specialist before arriving on campus and to emphasize the procedures implemented during an on-site review. The end product of these activities is a written report that documents the findings of the program specialist in relation to criteria found in formal state standards. These standards will be the basis on which the program specialist will decide the status of the institution's elementary education program. (JD)

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TRAINING MANUAL ON-SITE EVALUATIONS OF TEACHER EDUCATION PROGRAMS

Prepared by the

Division of Professional Development Systems

West Virginia Department of Education

Daniel B. Taylor, State Superintendent of Schools

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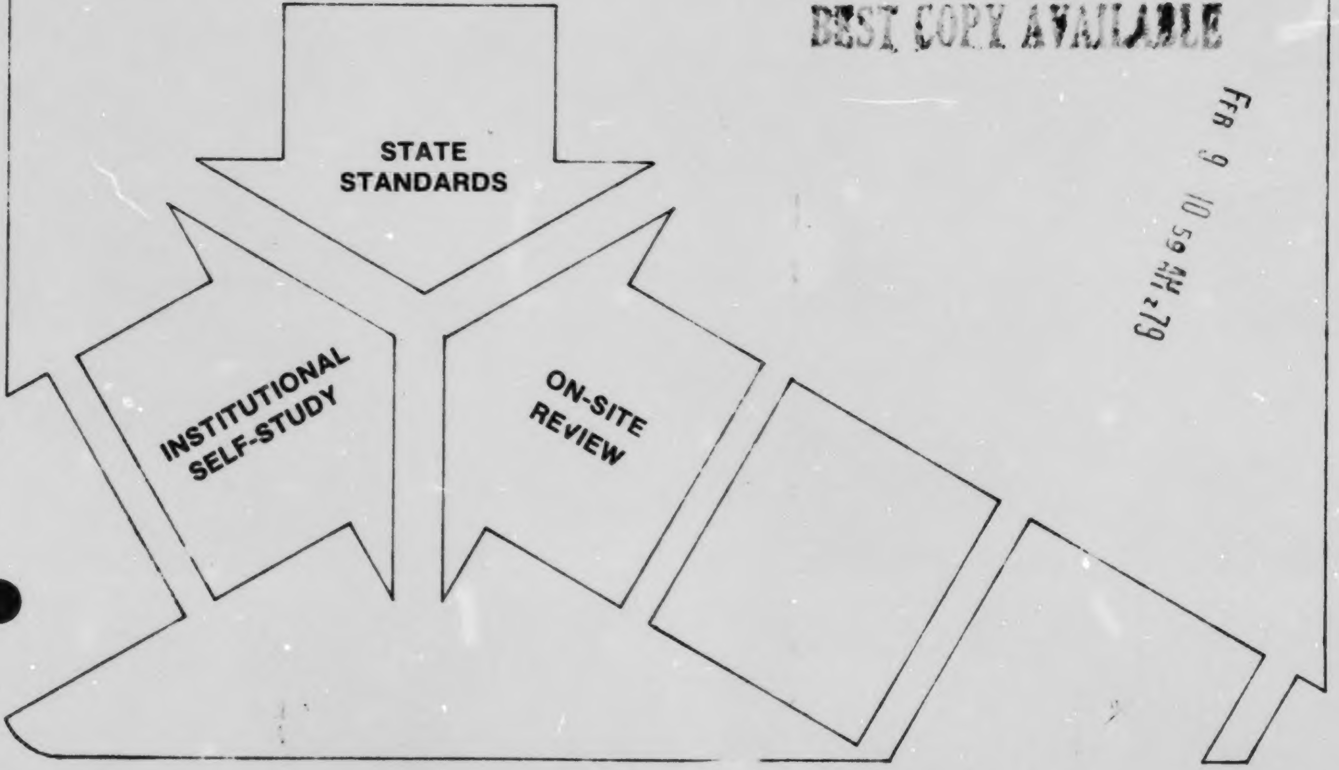

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SCENARIO

During the next few hours you will be assuming the role of a program specialist* whose task is to examine a comprehensive set of simulated teacher preparation information prepared by Mountaineer State College. The program specialist role is one of many other roles which comprises a Visiting Team.* The Visiting Team's tasks are to read Mountaineer State's self-study* materials and to make preliminary assessments of the total teacher education program before arriving on campus and to verify the accuracy of the self-study in operation during an on-site review. Your singlular role of program specialist is but one of many program specialist roles, consultant roles, and Visiting Committee roles which will be played out during the visit to Mountaineer State College. However, in this simulated on-site review of Mountaineer State College, your task focuses on the verification of Mountaineer State's self-study materials in regard to elementary education *only*.

While the self-study materials are fictionalized, the format in which the materials are presented is real. The various forms required by the Division of Professional Development Systems are authentic also. The Division of Professional Development Systems coordinates an on-site review in cooperation with selected colleges and universities officials, but during this training session the campus visit is observed and processed via the role of a program specialist reviewing Mountaineer State College's elementary education program.

Each section of the training materials which follows was designed to highlight an activity of a program specialist *before* arriving on campus and to emphasize the procedures implemented *during* an on-site review. The end product of these activities is a written report which documents the findings of the program specialist in relation to criteria found in the *Standards for the Approval of Teacher Education Programs in West Virginia*. These standards will be the basis on which the program specialist (you) will decide the status of Mountaineer State College's elementary education program.

The facilitator of this training session will assume the role of Visiting Team Chairman.* During the training session the Visiting Team Chairman is in close contact with you on an individual as well as large group basis. The real world of an actual on-site review requires a great deal more independence on your part; thus, the basic assumption of this training design and the materials which follow is that a greater awareness of your individual program specialist role and the task of the Visiting Committee will evolve from this experience. An additional expected outcome is that your data collection and reporting will be improved as a result of the next few hours on the campus on Mountaineer State College.

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*These titles and other phrases are defined and illustrated during the training sessions.

MOUNTAINEER STATE COLLEGE

Mountaineer State College is located in a rural setting in north central West Virginia. Its enrollment for the past academic year was in excess of four thousand full time students. Approximately eighty percent of its student body are West Virginia residents and about the same percentage of the graduates indicated a preference for employment within the State upon graduation.

The proportion of graduates in the various fields offered by the college for the past two years are:

	1974-75	1975-76
Public Service	20%	15%
Technical	25%	35%
Pre-law, pre-medicine	10%	15%
Teacher Education	40%	30%
Other	5%	5%

Mountaineer State has a faculty of 125 members. Fifty-percent of the faculty hold the doctorate degree.

The campus complex consists of twenty major buildings. The newest building is the Main Library which houses an extensive collection of print and non-print resources. The Multimedia Center which services the entire campus is located in the Main Library.

Mountaineer State College is accredited by the North Central Association of College and Secondary Schools, the National Council for Accreditation of Teacher Education and the West Virginia Board of Education.

The teaching specialization offered by the college are:

Art, K-12, 4-8, 7-12
Biological Science, 7-12
Business Education, 7-12
Business Principles, 7-12
Chemistry, 7-12
Elementary Education
Early Education
English, 7-12
General Science, 4-8, 7-12
Health Education, K-12
Home Economics, 7-9, 7-12
Industrial Arts, 4-8, 7-12
Journalism, 7-12
Language Arts, 4-8, 7-9
Mathematics, 4-8, 7-9, 7-12
Music, K-12
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Social Studies, 4-8, 7-9, 7-12

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CAMPUS VISIT
TRAINING WORKSHOP GOALS & OBJECTIVES

General Goal:

Train educational personnel in making objective and informed evaluations of teacher education programs based on standards approved by the West Virginia Board of Education as part of the on-site program approval process.

Terminal Objectives:

At the conclusion of the workshop, the participant will:

1.0 Describe the "Approved Program Approach" to teacher education program development and certification in West Virginia.

2.0 Apply the Standards in the assessment of teacher education programs during on-site campus visitations.

3.0 Identify and briefly describe the major components of the Self-Study materials.

4.0 Identify and describe major activities of the campus visit schedule.

5.0 Prioritize tasks in campus visit procedures.

6.0 Describe Visiting Team roles and decision making procedures during the on-site review of teacher education programs.

7.0 Identify data sources necessary to the verification of the Self-Study.

8.0 Implement interview, data collection and analysis skills pertinent to on-site evaluations of teacher education programs.

9.0 Distinguish between program approval options and between recommendations and conditions.

10.0 Prepare appropriate written documentation of findings regarding program approval.

Enabling objectives which further define these terminal objectives are listed prior to each section of the training program.

SCHEDULE FOR THE CAMPUS VISIT SIMULATION

Day 1

8:30 - 9:00	Introductions Workshop Goals and Objectives Schedule for simulation
9:00 - 9:30	Begin simulation: Orientation to Approved Program Approach in West Virginia and campus visit procedures
9:30 - 10:15	Verification of the Self-Study
10:15 - 10:30	Coffee Break
10:30 - 12:00	Continue Verification of the Self-Study
12:00 - 1:00	Lunch
1:00 - 2:00	Data sharing among Visiting Team Members
2:00 - 3:00	Reporting the findings
3:00 - 3:15	Coffee Break
3:15 - 4:00	Reporting the findings (Continued)
4:00 - 4:30	Campus Visit Decision Making Procedures

BEGIN SIMULATION: ORIENTATION

At the end of this Section of the training program you will be able to:

1. verbally define the basic terminology associated with the approved program approach.
2. list the basic purpose of the on-site review.
3. differentiate between the roles of program specialist, visiting committee, and consultant.
4. sequence the process of the approved program approach.
5. identify the time frame of a typical on-site review schedule.
6. list three program approval options.

BASIC DEFINITIONS

Approved Program Approach

A process whereby an institution develops a teacher education program based on State standards and submits such a program for a State review every five years. If the result of the State review is approval of the program, graduates of the "approved program" are eligible for State certification.

Self-Study

Materials prepared by the teacher preparation institution which describes their teacher education programs in light of the Standards. The materials are compiled in anticipation of the on-site visit by the State Department of Education. Its major components are the Institutional Analysis Report, the Faculty Data Report and the Curriculum Analysis Reports.

Standards

Refers to the Fourth Edition of the publications, Standards for the Approval of Teacher Education Programs in West Virginia. The standards contained in this volume provide the basis for evaluation and approval of teacher preparation programs offered by West Virginia institutions. Standards appear in the form of program objectives.

Teacher Education (or Preparation) Program

The total planned experiences designed by an institution for the purpose of preparing individuals for specific professional educational roles and State certification. Its program components consist of General Studies, Professional Education and the teaching specializations, e.g., Biology, 7-12, Elementary Education.

Legal Basis for State Department of Education Review of Teacher Education Programs

"The education of teachers in the State shall be under the State Board of Education which shall through the State Superintendent of Schools, exercise supervisory control over teacher preparation programs in all educational institutions, in accordance with standards for program approval stated in writing by the Board." (Section 6, Article 2, Chapter 18, Code of West Virginia)

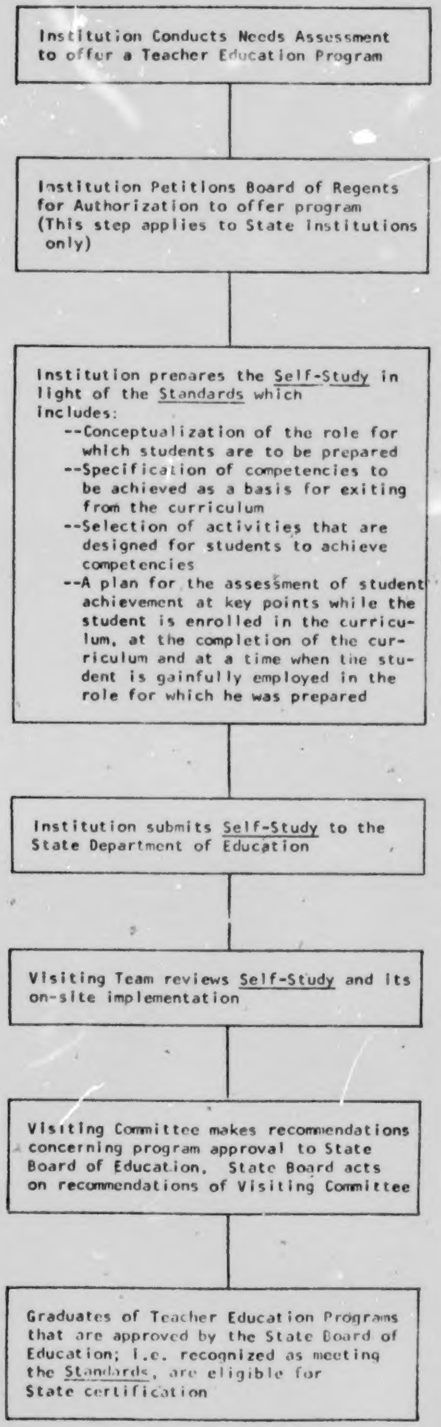
Role of West Virginia Board of Regents in Teacher Education Program Development

Before a teacher education program may be offered by a State supported West Virginia institution it must have Board of Regents authorization. Also, since the BOR is charged with the general determination, control, supervision and management of all State colleges and universities, it may eliminate duplicate programs which attract a limited number of students or those programs which involve excessive costs.

Purposes of Campus On-Site Review

1. Verify the accuracy of the Self-Study and compliance with the Standards.
2. Assess the curricula in operation by identifying strengths and weaknesses.

BASIC STEPS IN THE APPROVED PROGRAM APPROACH
IN
WEST VIRGINIA



Institution Conducts Needs Assessment to offer a Teacher Education Program

Institution Petitions Board of Regents for Authorization to offer program (This step applies to State Institutions only)

Institution prepares the Self-Study in light of the Standards which includes:

- --Conceptualization of the role for which students are to be prepared
- --Specification of competencies to be achieved as a basis for exiting from the curriculum
- --Selection of activities that are designed for students to achieve competencies
- --A plan for the assessment of student achievement at key points while the student is enrolled in the curriculum, at the completion of the curriculum and at a time when the student is gainfully employed in the role for which he was prepared

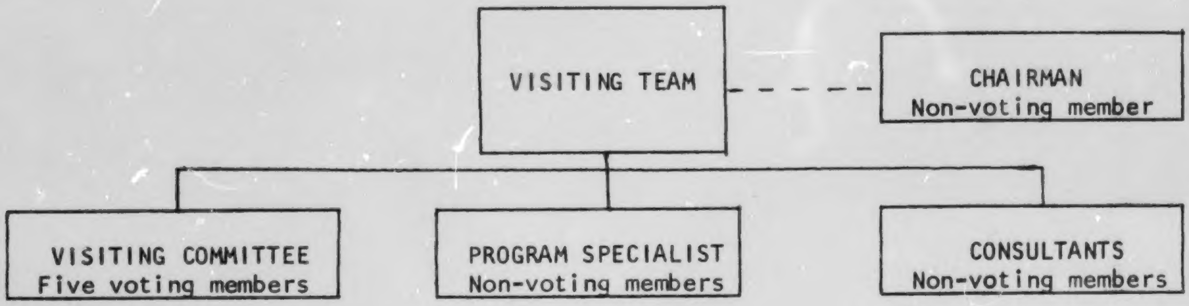
Institution submits Self-Study to the State Department of Education

Visiting Team reviews Self-Study and its on-site implementation

Visiting Committee makes recommendations concerning program approval to State Board of Education. State Board acts on recommendations of Visiting Committee

Graduates of Teacher Education Programs that are approved by the State Board of Education; i.e. recognized as meeting the Standards, are eligible for State certification

VISITING TEAM ROLES



Selection and Function of Visiting Team Members

Chairman: Appointed by the Director of the Division of Professional Development Systems with the approval of the State Superintendent of Schools. The Chairman coordinates all aspects of the campus visit. Serves as Chairman of both Visiting Team and Visiting Committee.

Visiting Committee: Appointed by the State Superintendent of Schools. The five members are selected in the following manner: One member from the West Virginia Department of Education (outside the Division of Professional Development Systems), two members from the public schools and two members from institutions of Higher Education. The Visiting Committee has major assignments with Institutional Standards. It also has the responsibility for making decisions about program approval.

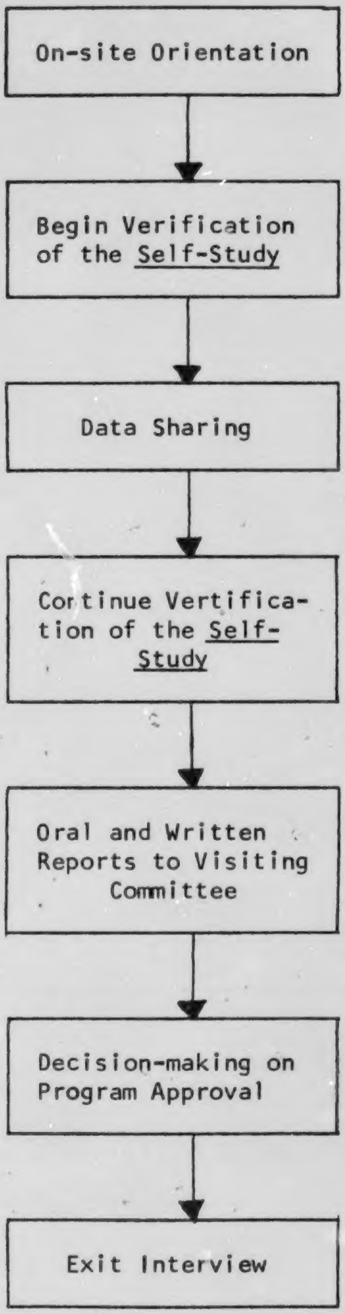
Program Specialists: Appointed by the State Superintendent of Schools. The number of program specialists on a Visiting Team varies according to the number of teacher education programs offered by the institution. Program specialists function in an advisory capacity to the Visiting Committee.

Consultants: Appointed by the State Superintendent of Schools. Their Campus Visit assignments are determined by the Visiting Team Chairman. Consultants also serve in an advisory capacity to the Visiting Committee.

Participant's Role During the Simulation

During the simulation, you will be playing the role of a program specialist who will be reviewing the Elementary Education program at Mountaineer State College.

CAMPUS VISIT SCHEDULE



Sunday Evening	On-site Orientation	Team
Monday	Begin Verification of the Self-Study	Team
Monday Evening	Data Sharing	Team
Tuesday Morning	Continue Vertification of the Self-Study	Team
Tuesday Afternoon	Oral and Written Reports to Visiting Committee	Program Specialist and Consultants
Tuesday Evening	Decision-making on Program Approval	Visiting Committee
Wednesday Morning	Exit Interview	Visiting Committee and Institutional Officials

PROGRAM APPROVAL OPTIONS

Full Approval

--The program fully meets the Standards.
--Approval is not to exceed five years.

Provisional Approval

--While the program does not fully meet the Standards, the deficiencies cited do not seriously jeopardize the operation of the program and they can be corrected in the time period specified by the Visiting Committee.
--Specific instances of noncompliance with the Standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee.
--Approval is not to exceed three years.

Nonapproval

--The program's failure to meet the Standards is of such scope and/or magnitude that the operation of the program is seriously jeopardized.

Note: The Visiting Committee members are responsible for final decisions regarding program approval. The Visiting Committee's decisions are judgmental in that a variety of factors are considered before consensus is reached.

ORIENTATION QUIZ

The following statements pertain to information included in the orientation materials covered in this section of the manual. Place a "T" in the margin to the left of each true statement, and an "F" in the margin for each false statement.

_____ 1. An approved teacher education program cannot be altered without State Department of Education approval.

_____ 2. The Self-Study includes the findings of the Visiting Team.

_____ 3. The recommendation for full, provisional or non-approval of a teacher education program should be based solely on whether or not the program complies with the Standards.

_____ 4. Private institutions are not required to have West Virginia Board of Regents authorization to offer a teacher education program.

_____ 5. Both the West Virginia Board of Regents and the West Virginia Department of Education conduct campus visits for the purpose of approving teacher education programs for State Certification.

_____ 6. Only Visiting Committee members and the Chairman of the Visiting Committee have voting privileges in terms of program approval during the campus visit.

_____ 7. According to the Standards, each approved teacher education program has three program components: General Studies, Professional Education and the teaching specializations.

_____ 8. The Visiting Team is always a larger group than the Visiting Committee.

_____ 9. Full approval of a teacher education program means that the Visiting Team may not make recommendations for program improvement.

_____10. Provisional approval of a teacher education program may be recommended for a period of time not to exceed three years.

_____11. Any individual who completes an approved teacher education program is eligible for State certification for the specific professional role for which the approved program is designed.

_____12. The major criteria for approving teacher education programs in West Virginia are drawn from the School Laws of West Virginia.

FEEDBACK SHEET

ORIENTATION QUIZ ANSWERS

T 1. An approved teacher program cannot be altered without State Department of Education approval. (B-3)

F 2. The Self-Study includes the findings of the Visiting Team. (B-1)

T 3. The recommendation for full, provisional or non-approval of a teacher education program should be based solely on whether or not the program complies with the Standards. (B-6)

T 4. Private institutions are not required to have West Virginia Board of Regents authorization to offer a teacher education program. (B-3)

F 5. Both the West Virginia Board of Regents and the West Virginia Department of Education conduct campus visits for the purpose of approving teacher education programs for State Certification. (B-2)

F 6. Only Visiting Committee members and the Chairman of the Visiting Committee have voting privileges in terms of program approval during the campus visit. (B-4)

T 7. According to the Standards, each approved teacher education program has three program components: General Studies, Professional Education and the teaching specializations. (B-1)

T 8. The Visiting Team is always a larger group than the Visiting Committee. (B-4)

F 9. Full approval of a teacher education program means that the Visiting Team may not make recommendations for program improvement. (B-6)

T 10. Provisional approval of a teacher education program may be recommended for a period of time not to exceed three years. (B-6)

T 11. Any individual who completes an approved teacher education program is eligible for State certification for the specific professional role for which the approved program is designed. (B-3)

F 12. The major criteria for approving teacher education programs in West Virginia are drawn from the School Laws of West Virginia. (B-1)

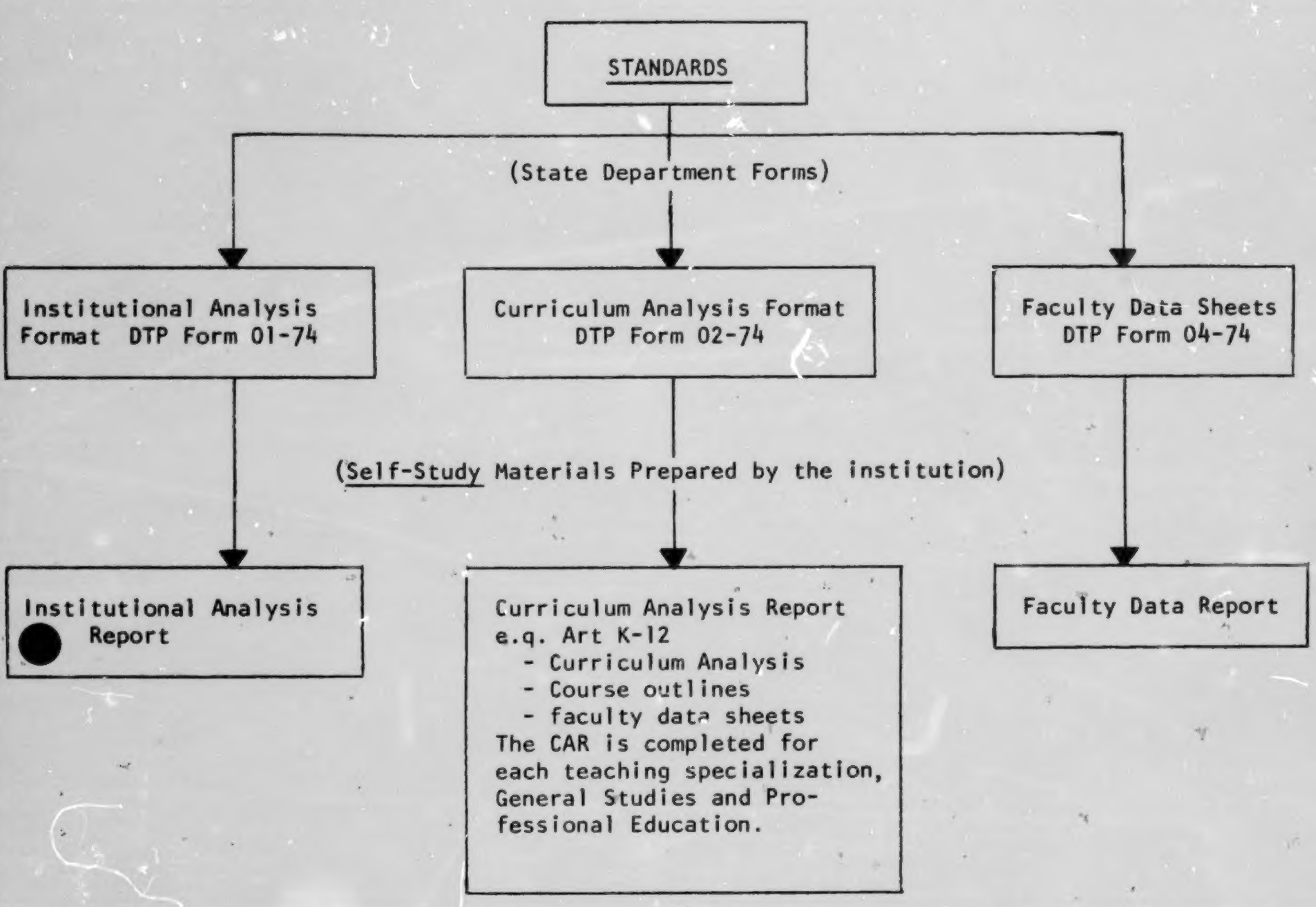
VERIFICATION OF THE SELF-STUDY: PRELIMINARY ASSESSMENTS AT HOME

PART I

At the end of this Section of the training program you will be able to:

1. list the components of the Self-Study materials.
2. recognize the relationship of the Self-Study to the State standards.
3. identify the appropriate State Department of Education forms utilized by the college/university to complete their institutional and curriculum analysis reports.

THE DEVELOPMENT OF THE SELF-STUDY MATERIALS


STANDARDS
(State Department Forms)
Institutional Analysis Format DTP Form 01-74
Curriculum Analysis Format DTP Form 02-74
Faculty Data Sheets DTP Form 04-74
(Self-Study Materials Prepared by the institution)
Institutional Analysis Report
Curriculum Analysis Report
e.q. Art K-12
- Curriculum Analysis
- Course outlines
- faculty data sheets
The CAR is completed for each teaching specialization, General Studies and Professional Education.
Faculty Data Report

As a program specialist in Elementary Education during the simulated campus visit of Mountaineer State College, the most important aspect of the Self-Study for your assignment will be the Curriculum Analysis Report: Elementary Education. An excerpt of this report follows in Section F. During an actual campus visit, you will have access to all of the Self-Study materials.

DTP Form 01-74

INSTITUTION ANALYSIS FORMAT

Name of Institution ______________________________

Date of Scheduled Campus Visit ______________ Institution Analysis Coordinated or Completed by ______________

Latest Date of Accreditation by NCATE ________; by NCA ________

Introduction

Maintenance of the approved program status requires each institution to restudy and re-evaluate its own programs, and arrange, through the Superintendent of Schools, for an on-site review by a visitation committee at regular five-year intervals. The campus visitation shall occur during the last year of the current approval period and may be coordinated with the campus visit by a team representing the National Council for the Accreditation of Teacher Education.

In preparing for a campus visit by a State accrediting team, each institution shall complete a self-study of its teacher education program. The basic purpose of this self-study is to cause a staff to assess regularly the extent to which institutional goals and purposes, as reflected in specific programs, are being accomplished.

The initial phase of the self-study shall be guided by the Institution Analysis Format prepared by the Division of Teacher Preparation. This format is based on pages 7-14 of Standards for the Accreditation of Teacher Education Programs in West Virginia. This phase of the self-study shall examine those standards which are institutional in nature.

Directions

The Institution Analysis Format shall be completed for any self-study. Because of its nature, the response should be completed or coordinated through the Office of the Dean. Major divisions of the Format should serve to structure the institution's response which will be largely narrative. When more than one question is employed in the Format to probe a particular aspect of teacher education, it is suggested that a numbering or lettering system be employed to identify particular responses.

It is suggested that this phase of the self-study be bound separately from the descriptions of program materials submitted as a part of the Curriculum Analysis Format (DTP Form 02-74) and the Faculty Data Sheets (DTP Form 04-74).

Twenty copies of the completed self-study should be sent to the Division of Teacher Preparation at least thirty days before the scheduled campus visit.

Further information about the self-study and campus visitation policies may be found on pages 2-6 of Standards for the Accreditation of Teacher Education in West Virginia, June 1974.

Standard I - Purposes and Objectives

1.0 List the overall objectives of the institution and/or show where these are identified in official documents of the institution.

1.1 Cite evidence of the institution's commitment to teacher education as one of its major objectives and/or where these are identified in official documents of the institution.

1.2 Describe the institution's procedure for assuring that specific objectives of the institution's teacher education program (general studies, professional education and specializations) are consistent with the overall objectives of the institution and the objectives approved by the West Virginia Board of Education.

1.3 Describe the procedure for creating faculty and student awareness of the objectives of the institution and the teacher education programs.

Standard II - Organization and Administration

2.0 Identify the institution's organizational structure by providing an organizational chart. Identify the strengths and weaknesses of the institution's organizational plan and processes in carrying out an effective teacher education program.

2.1 Describe the institution's mechanism for assuring that teacher education is recognized as an institution-wide function as evidenced by cooperation, support and input from all college units.

2.2 Identify the policy recommending body responsible for teacher education matters and name its membership by title. Describe its responsibilities and its functions. Indicate how members are appointed or selected and the duration of tenure.

2.3 Identify the administrative unit with primary responsibility for acting on and being accountable for all matters relating to the teacher education program. Identify persons within the administrative unit with specific responsibilities by title. Provide an organizational chart for the teacher education unit.

2.4 Identify the unit or agency responsible for determining a student's readiness for a professional role in the public schools. Identify by position those persons who are primarily responsible for determining the student's eligibility for the professional role. Describe the means for making faculty, students, and cooperating public school personnel aware of these criteria. Identify the institution's publication in which these criteria are described.

2.5 Identify the unit or agency responsible for recommendation and/or advisement on certification matters. If this agency involves more than one person, identify the titles and primary responsibilities of each.

2.6 Describe the administrative and curricular processes the institution utilizes in fulfilling its role in consortium programs.

Standard III - Curricula for Teacher Preparation

3.0 Identify the personnel and describe the processes used by the institution in the development of curricula (general studies or elementary education) which involve the total institution or more than one department. Describe the procedure for curriculum development for those programs which are contained within a single department if the process differs.

In describing the aforementioned processes, state how the institution assures that:

(a) content and experiences are selected to insure achievement of competencies identified by the institution

(b) curricula provide for both structure and flexibility

(c) curricula reflect trends in research as well as standards and guidelines adopted by learned societies and professional organizations

3.1 Describe the administrative structure in the institution with the responsibility for decision making related to criteria for:

(a) discontinuance of existing programs

(b) adoption of new programs

(c) modification of curricula within programs

(d) participation in consortium programs

Please cite evidence of the functioning of this structure within the past two years.

Standard IV - Student Personnel Programs and Services

4.0 Describe the institution's plan for providing guidance services to students who are enrolled in or wish to enroll in teacher education.

4.1 Identify the criteria for teacher education program admission, retention and exit and identify the unit responsible for administering these policies. (Note: Institution may cite references if the criteria are described in a separate booklet such as the student handbook.) Indicate how these criteria are designed to assist the student in self evaluation.

4.2 Describe the institutional system of record keeping and show how it is utilized for student advisement and counseling purposes. Indicate strengths and weaknesses of student records in terms of adequacy of data, period of time retained, the availability to students and staff for advisement purposes.

4.3 Describe the institution's method of follow-up on all teacher education graduates for purposes of program reconceptualization.

4.4 Describe how students are counseled into making realistic career decisions which incorporate self-assessment data as well as supply and demand data.

4.5 Describe the placement service available to teacher education graduates.

Standard V - Faculty

5.0 Complete a faculty data sheet for each faculty member involved in the teacher education program (general studies, professional education, teaching specializations). Arrange the faculty data sheets alphabetically and bind in a separate volume. (DTP Form 04-74)

5.1 Describe the faculty support services and indicate their strengths and weaknesses.

5.2 Describe the institution's plan for faculty development including inservice education, sabbatical leave, travel, visitation, and fellowships.

5.3 Identify the role of shared or part-time faculty as viewed by the institution. Identify the number in each specialization. Identify the portion of the total load taught by part or shared-time faculty.

5.4 Complete the following for all institutional personnel involved in teacher education: (Record highest degree only)

Full-time Faculty	Part or Shared Time Faculty	
________	________	Total Number of Faculty
________	________	Total Number Holding Terminal Degrees
________	________	Total Number Holding 6th Year Certificates
________	________	Total Number Holding Masters Degrees
________	________	Total Number Holding Bachelors Degrees

Professional Education Faculty Only

Full-time Faculty	Part or Shared Time Faculty	
		Total Number of Faculty Teaching Professional Courses
		Total Number Holding Terminal Degrees
		Total Number Holding 6th Year Certificates
		Total Number Holding Masters Degrees
		Total Number Holding Bachelors Degrees

5.5 Describe the professional education faculty's association and involvement with the public schools.

5.6 Identify the faculty load as approved by the administrative structure of the institution. Compare the load of the professional education faculty with that of the total faculty.

5.7 Describe the institution's policy on equating administrative duties and the supervision of student teachers with teaching assignments.

Standard VI - Laboratory Experiences

6.0 Describe the institution's philosophy on professional laboratory experiences and show how this becomes the basis for structuring all laboratory experiences.

6.1 Define those laboratory experiences in terms of objectives to be achieved by the participant which are common to all teacher education graduates. Identify the module or course with which the laboratory experience is associated.

6.2 Describe the working relationship with the public schools and show how laboratory experiences are jointly planned.

6.3 Describe the inservice activities provided for faculty and public school personnel during the past academic year which were designed to acquaint them with their contributions to the teacher education program.

6.4 Identify by title the person with primary responsibility for coordinating the laboratory experience. Provide a brief summary of the job description.

6.5 Describe the culminating clinical experience in the terms of objectives, student placement, faculty involvement, duration, and primary public school sites and centers.

6.6 Describe the institution's policy for dealing with those students who are unable to successfully complete a portion or portions of the laboratory experience.

Standard VII - Facilities, Equipment, and Materials

7.0 Describe and quantify the library holdings for each of the following: general studies, professional education, and each teaching specialization for which the institution seeks approval. Identify major strengths and weaknesses in the collection.

7.01 Describe the staffing patterns of the library, professional and support personnel which provide library services.

7.02 Show the total library budget for the past three fiscal years. Show the amount expended for each department and/or for each teaching specialization for the past three fiscal years. Show the institution's policy for allocating library funds to departments.

7.03 Describe the working relationship between library personnel and faculty in selecting and purchasing materials.

7.04 Describe the operating procedures of the library, including hours and loan policy for both print and non-print materials.

7.05 Describe the library facilities noting adequacy of space and equipment.

7.1 Describe the media center's collection of both soft and hardware for each of the following: elementary education, secondary education, and each of the teaching specializations for which the institution seeks approval. Identify major strengths and weaknesses in the collection.

7.11 Describe the staffing patterns in terms of professional, clerical and technical personnel in providing media center services.

7.12 Show the total media center budget for the past three years. Show the amount expended for each department and/or for each teaching specialization for the past three fiscal years. Show the institution's policy for allocating media center funds to departments.

7.13 Describe the working relationship between media personnel and the faculty in selecting and purchasing materials.

7.14 Describe the operating procedures of the media center, including hours and loan policy for both print and non-print materials.

7.15 Describe the media center facilities noting adequacy of space and equipment.

7.2 Provide a statement on laboratories and equipment available to carry out the teacher education program. Identify new or remodeled laboratories or new equipment which need to be added, replaced, or updated. If plans have been made to eliminate these deficiencies, identify tentative dates.

7.3 Describe the physical facilities available to support the teacher education program such as classroom space, special purpose facilities and office space.

Identify major improvements completed within the past three years. Describe major weaknesses in current facilities and indicate tentative plans for eliminating these deficiencies.

Standard VIII - Program Evaluation-Review-Planning

8.0 Describe the institution's program for systematic assessment of its teacher education students and graduates as well as programs for purposes of program reconceptualization. Cite evidence that data are used in program review and modification. Provide summary of most recent data collected as part of ongoing follow-up studies.

8.1 Provide evidence that the institution is committed to continuous program review.

8.2 Provide evidence that the institution is committed to long range planning in the fulfillment of its mission.

CURRICULUM ANALYSIS FORMAT

Introduction

This Curriculum Analysis Format is designed for reporting information about each component of the several teacher education curricula offered by colleges and universities. Other than for general studies, the analysis should be completed at the department or division level. It should serve as a guide and format for completing the self-study, the primary step in providing data to be examined by an accrediting team. As such, it is based on new standards which call for the specification of competencies to be achieved by graduates of a program.

Directions

Self-Study - When completing a self-study in preparation for an on-site visit by an accrediting team, a Curriculum Analysis Format must be completed for each of the following curricula:

a. General Studies
b. Each teaching specialization (all grade levels included)
c. Professional Education
  1. Early Childhood
  2. Elementary
  3. Secondary
  4. Academic Specializations - Grades K-12
  5. Special Education, Grades K-12

Faculty data sheets (DPT Form 04-74) shall be completed for all instructional personnel who serve in either a full-time or part-time capacity. Faculty data sheets shall be bound and placed under separate cover.

Revised Curricula - When submitting proposals for updating existing curricula to meet requirements of the Standards approved in June 1974, the institution shall complete the Curriculum Analysis Format. Faculty data sheets may be omitted for revised curricula proposals.

New Curricula - When submitting new proposals in any one or more of the above listed curricula, the Curriculum Analysis Format shall be completed in its entirety. Faculty data sheets shall be completed on all full-time and part-time personnel associated with the new curriculum, and their credentials shall be submitted to the Division of Teacher Preparation along with the proposal.

Curriculum Modifications - When proposing curriculum modifications, the institution shall submit only those parts of the Curriculum Analysis Format which are directly affected by the proposed changes. All curriculum modifications shall require a minimum of a new curriculum summary sheet (DPT Form 03-74) and new or modified course/module outlines. Faculty data sheets may be omitted for curriculum modification proposals.

DTP Form 03-74

CURRICULUM SUMMARY SHEET[1]

Name of Institution ______________________________

Curriculum ____________________ Program Approval Requested as of ____________________

Grade level(s) ____________________ Form Completed by ____________________

Program objectives for curriculum development are to be found in Standards for the Accreditation of Teacher Preparation Programs in West Virginia, June 1974. Proposals, new or modified, must be received by the Division of Teacher Preparation:

Not Later Than	For Initiation the Following
December 1	Summer Session
February 1	Fall Semester
July 1	Spring Semester

Course or Module Titles and Identifying Numbers	Credit Hours Required	Credit Hours Elective

(NOTE: Clearly identify requirements and electives for each curriculum.)

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[1] A curriculum summary sheet must be completed for each specialization offered within a curriculum area (4-8, 7-9, 7-12, K-12). The summary sheet(s) should be the first page(s) of materials presented for approval.

(Use additional pages as necessary)

Standard I - Purposes and Objectives

Program objectives are the standards approved by the West Virginia Board of Education. These standards shall be used by the institution in further defining its objectives and competencies for any teacher education curriculum. This assumes that teacher education objectives should be consistent with the overall policies of the institution.

1.0 Identify the objectives of the curriculum as adopted by the institution and identify the personnel and procedures involved in their adoption.

1.1 Describe the continuous process for the communication of objectives to students and faculty.

Standard II - Organization and Administration

2.0 Describe the organization and structure of the department and/or division which assures input in matters relating to curriculum development in teacher education.

2.1 Identify the number of students, by class standing, presently enrolled in the program.

2.2 Describe and identify program admission and retention standards utilized for this curriculum in addition to those for all teacher education candidates. Describe the conditions for terminating a student. Identify the number of students terminated during the past three academic years.

Standard III - Curriculum for the Teaching Specialization

This standard recognizes that program objectives (standards) approved by the West Virginia Board of Education must be further defined to be useful in curriculum development. This further definition should result in the identification of competencies needed by the teacher candidate to serve effectively in a particular role.

3.0 Attach a separate sheet for each specialization (4-8; 7-9; 7-12; or K-12) offered within this curriculum area which identifies, by number, by title, and credit hours, the courses, or modules, or other experiences required. (DTP Form 03-74).

3. Identify the personnel and describe the process involved in curriculum development and modification for this curriculum.

3.2 Identify those aspects of the curriculum which provide alternatives for students in terms of unique interest and/or needs.

3.3 Cite evidence of use of the following: research in teacher education, guidelines and standards developed by learned societies and professional associations.

3.4 Submit, as a part of the curriculum analysis format, course outlines or module descriptions for all phases of the curriculum. (DTP Form 05-74) These descriptions should delineate competencies to be achieved by students. Competencies are assumed to be further definitions of the objectives cited for Standard I.

Standard IV - Student Personnel Programs and Services

4.0 Describe the procedures of the student advisement system and identify personnel who are responsible for advising.

Standard V - Faculty

5.0 Identify by name all faculty members associated with this curriculum. Name the person responsible for the administration of the curriculum and the person responsible for working in teacher education.

5.1 Present a statement on faculty load for staff teaching this curriculum and compare it with that of the load for the faculty on an institution-wide basis.

5.2 Describe the departmental policy on the use of part-time or shared-time staff. Identify the portion of the load taught by part-time or shared-time staff.

5.3 Compare the level of preparation of the staff curriculum with the average level of preparation for the total instructional staff at the institution.

Standard VI - Laboratory Experiences

6.0 Describe the professional laboratory experiences (field-based or simulated) which are associated with this curriculum if these have not already been described in detail in Standard III. Identify objectives of each of these experiences and the criteria used in the evaluation.

6.1 Discuss the role assumed by the staff of this curriculum for the development, supervision, and evaluation of these experiences.

Standard VII - Facilities, Equipment and Materials

7.0 Identify, by curricular subdivisions, the number of volumes in the library which are related to this curriculum and those which have been added for each of the last three years.

7.1 Identify the number of periodicals received by the library which are related to this curriculum for the last three years.

7.2 Identify the amount spent for books and periodicals related to this curriculum during each of the last three years.

7.3 Identify the major strengths and weaknesses in the library holdings related to and in support of this curriculum and submit your suggestions for building on the strengths and eliminating the weaknesses.

7.4 Describe the process utilized by the staff in the evaluation, selection and purchase of library and media materials.

7.5 Identify the amount spent during each of the last three years for instructional media related to this curriculum.

7.6 Evaluate the center's collection of instructional materials related to the curriculum in terms of strengths and weaknesses.

7.7 Provide a statement on laboratories and equipment available to support this curriculum. Describe laboratories or identify equipment which need to be added, replaced, or updated in providing an acceptable program. If plans have been made to eliminate these deficiencies, identify tentative dates.

7.8 Provide a statement on classroom and office space available for the purpose of supporting this curriculum.

Standard VIII - Evaluation, Program-Review and Planning

8.1 Describe the plan for a systematic assessment of students and graduates. Present summary sheets showing the most recent data collected. Present data which show significant trends, over the past five years, if available.

8.2 Describe the procedure for continuous program review and indicate how the evaluation data relate to curriculum modification.

8.3 Discuss planning procedures and identify agencies and personnel involved by defining their respective roles in the program reconceptualization process.

8.4 Discuss the modifications anticipated in this curriculum over the next five year period, addressing such things as curriculum, facilities, staff, equipment, and field experiences, and present the rationale for these changes.

FACULTY DATA SHEET

Identification of Faculty Member: Example -

John Doe
Associate Professor of Education
Undergraduate Faculty
Appointed: July 1, 1971

1. Earned Degrees
   (List by institution, date granted, and major areas of concentration.)

2. Educational Experience
   (List by school or other agency and the inclusive dates of employment.)

3. Loads
   (List by semester or quarter for the past year. Also show other assignments.)

4. Current Professional and Academic Association membership:

5. Current Non-Teaching Professional Assignments and Activities.

6. Publications (Last five years)

7. Research (Last five years)

DTP Form 05-74

INSTITUTION ________________________________ DATE ____________

COURSE TITLE AND NUMBER ________________________ HOURS OF CREDIT ______

PREREQUISITES (If courses, list number, title and credit)

BRIEF CATALOG DESCRIPTION:

OBJECTIVES (State in terms of expected outcomes. The objectives must evidence a relationship to the competencies set forth in the Standards, the course content, and the results to be obtained.)

(Use Additional Pages as Necessary)

VERIFICATION OF THE SELF-STUDY: PRELIMINARY ASSESSMENTS AT HOME

PART II

At the end of this Section of the training program you will be able to:

1. locate the courses which comprise the General Studies, Professional Education, and Elementary Education components at Mountaineer State College.
2. apply the questions in the Program Analysis Form in Section G to Standard II.
3. verify the further delineation of the Standards by examining the sample course outline.

MOUNTAINEER STATE COLLEGE
CURRICULUM ANALYSIS REPORT
ELEMENTARY EDUCATION

Program Summary Sheet

Elementary Education 1-6

Students who are qualifying for teaching in an open or self-contained classroom grades 1-6 shall complete the following:

I. General Studies (Elementary)

The General Studies for Elementary Education differs from that for the secondary education program. However, each consists of forty credit hours as a minimum and is distributed over humanities, mathematics, natural science and physical education and health.

II. Elementary Education

III. Professional Education

				Required Credit Hours
I.	**General Studies**			40 hours
I.	Humanities			17 hours
	English 104	- Written English	3	
	English 108	- Advanced Written English	3	
	English 250	- Survey of English Literature	3	
	English 260	- Survey of American Literature	3	
	Speech 210	- Speech for the Teacher	3	
	Art 255	- History and Appreciation of Art		
	or		2	
	Music 205	- Music Appreciation		
II.	Social Sciences			12 hours
	Geography 210	- Introduction to Geography	3	
	History 107	- United States History I	3	
	History 103	- United States History II	3	
	History 111	- History of Civilization I		
	or		3	
	History 112	- History of Civilization II		

III. Science and Mathematics 9 hours

Math 110 - Mathematics for Elementary Teachers	3	
Physical Science 201 - General Physical Science	3	
Physical Science 202 - General Physical Science	3	

IV. Physical Education 2 hours

Physical Education 231 - Games and Rhythms	2	

II. Elementary Education

Required 48 hours

Art	353	- Elementary Art Education I	2
Art	354	- Elementary Art Education II	2
Biology	101	- Introduction to Biology	4
Biology	102	- Introduction to Biology	4
Education	300	- The Reading Process (Elem. Ed.)	2
Education	304	- Developmental Reading (Elem. Ed.)	2
Health	102	- Introduction to Biology	4
Health	400	- Health Education for the Elementary School	2
Safety	200	- Accident Analysis/Emergency Care	2
English	207	- Children's Literature	3
Math	210	- Mathematics for Elementary Teachers II	3
Math	323	- Mathematics for Elementary Teachers III	3
Music	231	- Elementary Music I	3
Music	232	- Elementary Music II	3
Phys. Sci.	412	- Science in the Elementary School (Elem.Ed.)	2
Pol. Science	200	- Introduction to Political Science	3
Economics	200	- Economics	3
Sociology	110	- Introductory Sociology	3

* The General Studies requirements for elementary education also fulfill competencies for the specialization requirements and are included with the Elementary Education listing in determining the 2.2 grade point requirement for eligibility for the Initial Performance Practicum.

III. Professional Education Foundation Courses - (all students)

24 hours

Education 200 - Introduction to Education	2
Education 250 - Foundations of American Education	2
Education 302 - Human Growth and Development	3
Education 303 - Educational Psychology	3

Elementary Professional Education

Education 300 - The Reading Process (Elem. Ed.)	-
Education 304 - Developmental Reading (Elem. Ed.)	-
Education 402 - Mathematics in the Elementary School	2
Education 403 - Language Arts in the Elementary School	2
Education 404 - Social Studies in the Elementary School	2
Education 405 - Corrective Reading	2
Phy. Sci. 412 - Science in the Elementary School (Elem.Ed.)	-
Education 420 - Student Teaching Experience (Elementary)	6

MOUNTAINEER STATE COLLEGE
ELEMENTARY EDUCATION SELF-STUDY REPORT

Standard I - Purposes and Objectives

Mountaineer State College is a multi purpose college whose history began just prior to the beginning of the Civil War. The general purposes and objectives have changed greatly with each new educational movement. The elementary education division prides itself on the innovative and contemporary model teacher preparation program that currently exists.

1.0 The purposes and objectives of Mountaineer State's elementary education program include:

  1.1 To establish a climate which promotes inquiry and creativity.

  1.2 To provide a variety of options for students to explore educational theory and application.

  1.3 To provide students an opportunity to explore and to test an assortment of instructional strategies.

  1.4 To incorporate real world opportunities as well as simulated experiences.

  1.5 To provide mechanisms for self-pacing, self-evaluations, and self-help.

  1.6 To provide for the maximizing of one's potential, the elementary education division is committed to:

    1.6.1 Identifying skills which are associated with desirable educational outcomes;

    1.6.2 Integrating skill learning with a total educational program;

    1.6.3 Analyzing the interactive patterns of teaching and learning;

    1.6.4 Further defining the teaching-learning act as the research base broadens.

The purposes and objectives were developed by the following procedures:

1. Compilation, Analysis and review by the Teacher Education Committee.

2. Submission to Faculty Senate for review and approval.

3. Implementation by Department of Education.

2.0 The purposes and objectives are communicated to the faculty and students in the form of inter-office memo's, the College Catalogue, course outlines, and division and department meetings.

Standard II - Organization and Administration

The organization and administration of Mountaineer State College is depicted on the following page.

2.1 The enrollment in the elementary education program (projected for spring of 1977) is:

Freshman	54
Sophomores	46
Juniors	37
Seniors	58
Total	195

2.2 The admission and retention standards for the elementary education program are the same for all students enrolled in the teacher preparation program at Mountaineer State College.

In order to be admitted to the elementary program a student shall:

1) Maintain a "C" average for all work completed

2) Apply and complete all forms and requirements necessary for gaining admission.

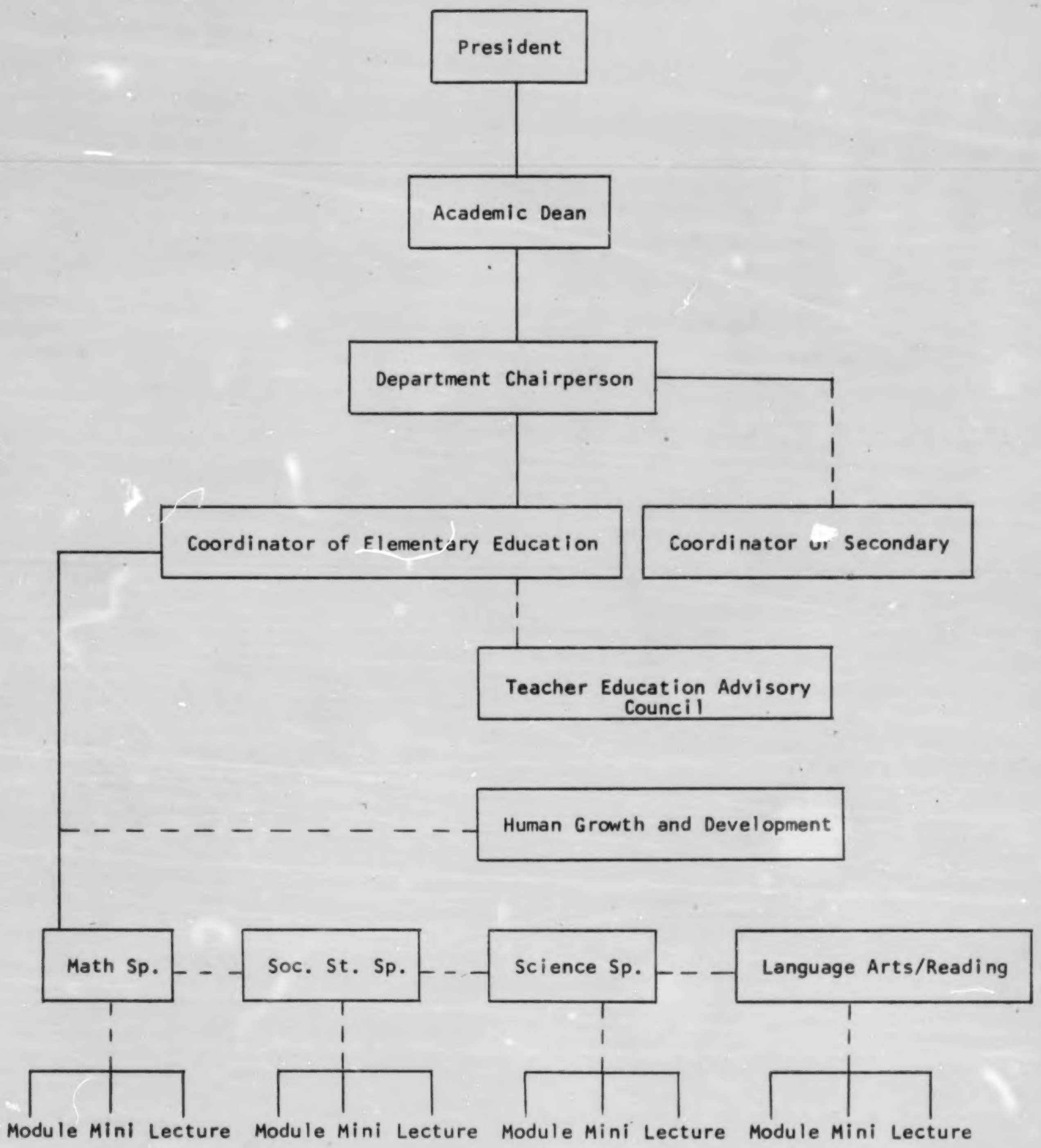
3) Be recommended by the students advisory committee.

Standard III - Curricula for Teacher Preparation

The general goal of the Elementary Education teacher preparation program at Mountaineer State College is to promote the role of the teacher as an organic unity - a real person interacting with live children in the reality of the open classroom. In order to carry out that goal, a "teacher system" was initiated.

The "teacher system" at Mountaineer State incorporates an assessment system, a management system, individualization and personalization mechanisms, and a feedback device. While recognizing the need for preparing prospective teachers for a generalistic role, the mission goal of the Deparmment of Education rejects the generalist as unrealistic for today's

ORGANIZATIONAL CHART


President
Academic Dean
Department Chairperson
Coordinator of Elementary Education
Coordinator of Secondary
Teacher Education Advisory Council
Human Growth and Development
Math Sp.
Soc. St. Sp.
Science Sp.
Language Arts/Reading
Module
Mini
Lecture
Module
Mini
Lecture
Module
Mini
Lecture
Module
Mini
Lecture

technologically advanced society. The Elementary Education program identifies a comprehensive listing of generic behaviors which apply to urban, rural and inner city concerns.

3.0 The Elementary Education Program is comprised of the
1. General Studies - 40 hours
2. *Professional Education - 24 hours
3. Teaching Specialization - 48 hours

*Includes methods and Clinical experience

All faculty in the Elementary Education Program are involved in the curriculum development process and the implementation of new programs. The Teacher Education Advisory Council reviews and recommends new programs for approval to the Faculty Senate.

In those programs which are interdisciplinary in nature, special ad hoc committees are convened to examine and act as a clearing house to the Teacher Education Committee and the Teacher Education Advisory Council.

Because of time scheduling problems, sometimes the Department Chairman must make unilateral decisions regarding program modification.

3.2 Mountaineer State has initiated three early experiences in educational pursuits and an experimental program which will become an integral part of the existing Elementary Education Program. The early experiences involve working with a variety of private and public agencies which have youth as their target group.

A series of modules are currently under study whereby students may opt to "test-out" of selected modules. The current projection of this pilot program adoption is 1978 (Spring).

3.3 The faculty in elementary education are involved in regional, state, and national organizations. Members of the faculty are encouraged to attend professional growth conferences. This contact provides Mountaineer State with a resourceful pool of knowledgeable individuals from which the various Committees may draw information. In addition, the library holds publications from a wide variety of publication such as periodicals, year books, and special editions which highlight teacher preparation.

3.4 Further delineations of the Program objectives found within the various Standards are found in the Course Outlines. A careful analysis of the Standards resulted in a comprehensive listing of basic competencies for the total Elementary Education Program.

Standard IV - Student Personnel Programs and Services

A new coordinator of the Guidance, Counseling, and Career Center is currently assessing the process and procedures of advisement, counseling and other facets appropriate to student personnel services. The current facilities will be moved to Hatfield Hall by September, 1978.

Procedures which have to do with Student Programs and Services have the total support of all faculty and administrators. The advisement program at Mountaineer College with the first four days of freshmen orientation and continues throughout the students' total program.

Faculty members in Elementary Education place all data in the Department chairperson's office files. This centralized system of data filing facilitates the advisement system.

Standard V - Faculty

5.0 The faculty members for Mountaineer State considering the various specializations and academic degree areas, is more than adequate to serve all students and fulfill the mission statement.

5.1 Dr. John McCoy is the Chairman of the Department of Education. Dr. McCoy is charged with the administrative responsibility of the total elementary and secondary program. Dr. McCoy takes responsibility for advising both secondary and elementary students. In order to maintain contact with the clinical experiences, Dr. McCoy assigns himself two student-teachers every other semester. In addition, Dr. McCoy teaches Ed. 200 and 302.

Other members directly associated with the Elementary Education Program are:

1. Jay Boreman, Media and Methods
2. Fredrick Byrd, Foundations of Education
3. Jane Moore, Methods and Supervision
4. Bertha Smith, Foundation of Reading
5. Rodney Crunch, Methods and Science Education

5.2 Faculty load for the elementary staff is fifteen hours. The supervision of student teachers is equated on the basis of the ratio of the National Council for Teacher Education. The college supervisor is expected to visit each student a minimum of four times. Although supervision of student teachers in addition to coordinating the early field experiences causes more responsibility than comparable loads across the campus, it is a fairly good approximation of typical faculty loads.

Only three part-time staff are utilized by the Elementary Education Division. The Early Childhood courses are taught by Dr. Wilma Goodkind. Dr. Goodkind is coordinator of Early Childhood for the Markson School District. The other two part-time positions are alternated each semester due to the nature of the course and the enrollment pattern in the Special Education courses. Those members which have shared-time status are individuals who have expressed a strong desire to assist in methods and/or Supervision of student-teachers. The only exception is Dr. Arthur Felix, who teaches 1/2 time in Education and is responsible for 3 sections of English Literature.

5.3 The level of preparation of the faculty within the Elementary Education is similar to the preparation for the entire faculty of Mountaineer State. On a percentage basis, 3% have bachelor's degrees, 47% have masters degrees and 50% have doctoral degrees. In the Department of Education, 52% have masters degrees and 48% hold doctorates.

Opportunities for sabbatical leave, in-service, and professional growth experiences are outlined in the Faculty Handbook, page, 276.

Standard VI - Laboratory Experiences

6.0 The general objectives of the laboratory experiences are to:

1) Bring practicality to theory.

2) Allow for creativity in the teaching-learning process.

3) Test skills of teaching in a real-life situation.

4) Provide feedback on progress through observation.

5) Develop skills in the teaching-learning process by simulating critical instructional processes.

Laboratory experiences at Mountaineer State are woven into the profession education component. Human relations skills, student development skills, management techniques, and applying innovative as well as traditional strategies are typical components of the laboratory experiences. Role play and simulated experiences are conducted in value-clarification exercises as well as in critiquing various modes of the teaching-learning process.

Opportunities to have early experiences (see Standard III) are an integral component of the laboratory experiences. Selection of the early experience is subject to the specialization and to the review of the Department Chairman.

Each field experience has a set of objectives that range from cognitive to the consequence. The designated college supervisor, the cooperating teacher, and the student has access to these prior to the field experience.

The laboratory experiences are reviewed and critiqued on the basis of:

1) Human growth and development
2) Materials and Media
3) Open and traitional organizational patterns.

6.1 In-service is conducted on a regular basis with the local school districts. Also, there are many day to day contacts with public school students, teachers and administrators during the laboratory experiences themselves which yield valuable professional input and inservice opportunities for public school and college personnel to interact.

Dr. John McCoy, as Chairman of the Department of Education, is also Director of laboratory experiences for Mountaineer State College.

Standard VII and VIII -

(Self-Study materials for these Standards are deleted in this simulation in the interests of brevity. This is not, however, to minimize the significance of those standards in an actual Self-Study. Materials related to these standards constitute important aspects of both institutional and program Self-Study Reports).

SAMPLE COURSE OUTLINE

MUSIC 232 MUSIC FOR THE ELEMENTARY TEACHER 3 hours

COURSE DESCRIPTION: This course of study is designed to provide training and experience for future classroom teachers which will enable them to successfully teach music (4-6) as reflected in a comprehensive music program for the elementary grades.

I. RATIONALE: Prepare the student to study materials, methods of teaching, skills and musical concepts that will qualify him to teach elementary music (4-6 or a non-graded approach.)

II. PRE-REQUISITES: Completion of all skills and studies of Music 231.

III. PROGRAM OBJECTIVES AND RELATED SPECIFIC OBJECTIVES:

A. Possess a knowledge of a repertoire of recordings which will relate to the elementary school. (1.1, p. 46)

1. Cognitive
    a. Survey various recordings series for elementary grades presenting a basic knowledge of contents, style and features of the music.

2. Performance
    a. Give a 10 minute listening lesson with the aid of bulletin boards and all necessary aides for an effective class.

B. Relate listening experiences to activities within the curriculum of general education. (1.2, p. 46)

1. Cognitive
    a. Study music of many cultures showing how music affects the lives of these people.
    b. State how music can be coordinated with other subjects such as Art, English and Drama.

C. Interpret and introduce singing experiences from a variety of resource materials and textbooks. (2.1, p. 46)

1. Cognitive
    a. Cite music methods (4-6) which can be used to teach music.
    b. Compile a music file for teaching.
    c. Survey materials (4-6) for Bowmar and Adventures in Music as well as texts for these grades.
    d. Acquire a general knowledge of other materials and supplementary aides for the teaching experience: reference materials, texts, pamphlets, syllabi, library materials, films and special projects. Knowledge of Growth Charts (4-6).

2. Performance
    a. Attend and observe special concerts, workshops, T.V.

broadcasts, etc. concerning elementary teaching.

D. Exhibit an understanding concern for those qualities which makes music appealing to children. (5.1, p. 47)

1. Cognitive
   a. Learn the value of music for the elementary age child.
   b. Learn growth characteristics of children with implication for musical learnings.

E. Exhibit an awareness of the contribution music makes to the total educational program. (5.2, p. 47)

1. Cognitive
   a. Study syllabi of various school systems and learn the importance of the music program to such areas as physical education, visual and language arts and social studies.

2. Performance
   a. Design and study lesson outlines specifically for use in correlation with other subject areas.

F. Exhibit exuberance in implementing the music program. (5.3, p. 47)

1. Cognitive
   a. Prepare a philosophy for a good music program.
   b. Discuss the responsibility and need for developing a music program in the classroom.
   c. Develop awareness of the relationship of parents, teacher and student in the success of a good music program.
   d. Recognize the need for an effective classroom teacher in the area of music.

G. Develop the listening experience through the identification of sounds and musical themes. (1.0, p. 46)

1. Cognitive
   a. Name instruments as found in the listening exercises.

2. Performance
   a. Acquire the ability to identify musical form.
   b. Recognize the style of music by historical periods, cultures, and composers.
   c. Exercise listening ability in the areas of melodic and rhythmic dictation. (4-6 level).

H. Accompany songs found in elementary schools on at least one instrument. (3.1, p. 46)

1. Performance
   a. Expand performance ability on all instrudents.
   b. Learn additional aides for accompanying songs: ostinato, descant, chords, scales, rhythmic and melodic patterns

and improvization.

I. Assist students in exploring and selecting appropriate instruments to accompany and enhance the singing experience. (3.2, p. 46)

1. Performance
   a. Examine songs from various texts and select proper instruments for use with the song depending upon dynamics, subject matter and rhythm.

J. Demonstrate the ability to assist students in using musical knowlin a creative manner. (4.1, p. 46)

1. Performance
   a. Employ child created movement through melody, rhythm and form.
   b. Develop simple and assigned and somewhat more complex movements through rhythmic canon, free dance movements, conducting of songs and Kodaly-Orff movement through group and individual patterns.
   c. Improvize and create simple written melodies, accompaniments and vocal sounds.

K. Assist students in developing an awareness of sound sources and in using these sources to communicate musical thought. (4.2, p. 46)

1. Cognitive
   a. Recognize the difference between all music markings.
   b. Examine all markings of musical expression and tell how these markings effect the portrayal of the song.

2. Performance
   a. Employ the use of all dynamic markings when performing songs and in teaching of songs.

L. Show techniques involved in sight reading a given song from 4-6 in the areas of melody and rhythm.

1. Performance
   a. Employ the use of Kodaly-Orff rhythm syllable singing, knowledge of time signatures, note values and note names for any given song.
   b. Interpret any song melodically using hand singing, tonicization, melodic syllable names and scale construction.
   c. Acquire facility in interpreting complex rhythm patterns, syncopation, 3-1 relationships, dictation of more complex rhythm patterns and Kodaly-Orff rhythm syllables.

M. Develop two and three part singing as practiced from texts of 4-6 elementary books.

1. Cognitive
   a. Create opportunities for singing in the classroom through

knowledge of broader singing experiences for children and understanding the child's voice.

b. Analyze the management of the singing situation: use of the voice, recorded song materials, group activities, seating, special problems.

2. Performance

a. Learn to sing and teach harmony parts.

IV. PREASSESSMENT: Students complete a "Student Questionnaire" upon entering the second semester class. This guide sheet enables the instructor to categorize the student as to present level of ability and understanding in the area of music in general.

V. INSTRUCTIONAL LEARNING ALTERNATIVES:

A. Lecture Demonstrations

B. Observation of special programs- television, etc.

C. Recordings

D. Films

VI. SELF-EVALUATION:

A. Test Scores

B. Evaluation of Teaching Lessons

C. Evaluation of Special Projects

D. Outcome of Performance Skills Ability

VII. POST-ASSESSMENT: Pencil and paper tests (objective and subjective)

VIII. CORRECTIVE LEARNING OPPORTUNITIES: Practice skills when needed.

IX. LEARNING RESOURCES:

Texts: Recorder Manual
Music in the Education of Children - Swanson
Filmstrips, transparencies, charts, recordings, instruments, resource materials (pamphlets, etc.), xeroxed and dittoed materials.

F13

THE PROGRAM ANALYSIS FORM

The Program Analysis Form which follows will be mailed to you prior to the Campus Visit for you to make some preliminary assessments about the teacher education programs you have been assigned.

Errors of Presentation, referred to in the Form, are cited when the Self-Study includes incorrect information about the program.

Errors of Omission are identified when the Self-Study fails to include significant information about the program.

DIRECTIONS:

1. Read Standard II in the Elementary Education Curriuclum Analysis Report in Section F again and make the appropriate check for each item of Standard II on the yellow Program Analysis Form.

2. Use a question mark if the Elementary Education program materials do not provide evidence on the item.

3. Now complete the section on the yellow Program Analysis Form entitled, "Before the Campus Visit."

PROGRAM ANALYSIS FORM

SPECIALIST

A. DIRECTIONS

This is a working form to assist you as you gather data to prepare your report. Your report to the Visiting Committee should include an evaluation of the completeness and accuracy of the institution's self-study documents and whether or not the specific program reviewed is in compliance with the 1974 Standards. By following this checklist closely, you should have sufficient data for writing your final report which must be submitted to the Team Chairman before you leave the campus. A format for the final report is attached along with a sample report for your information. Please attach this page of the Program Analysis Form to your final written report.

B. GENERAL INFORMATION

College or University ______________________

Date of Visit ______________________

Person(s) Completing this Report ______________________

____

____

Specialization and Grade Levels ______________________

____

C. PERSONS INTERVIEWED DURING CAMPUS VISIT

Name	Title

(Please use additional pages if needed)

PROGRAM ANALYSIS FORM
SPECIALIST

Note: The numbers to the left of the item refer to items each program area was asked to respond to in completing the Curriculum Analysis Format (DTP Form 02-74). For those few items that are not preceded by a number, we are asking program specialists to collect information even though such information was not specifically requested in the Curriculum Analysis Format. The numbers that appear in parentheses following the item refer to specific aspects of the 1974 Standards.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD I: PURPOSES AND OBJECTIVES	/ / / / / /	/ / / / / / /
1.0 Purposes and Objectives and personnel and Procedures involved in their adoption are identified (1.1, 1.2, 1.4)		
1.1 Process of Dissemination to students and faculty is described (1.3)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD II: ORGANIZATION AND ADMINISTRATION	//////	//////////
2.0 Organization and structure of the department and/or the division which assures broad input(student, faculty and public school personnel) in matters relating to curriculum development in teacher education is described (2.0, 2.1)		
2.1 The number of students enrolled is given by class standing (2.23)		
2.2 Program admission and retention requirements are described; Conditions for terminating students are described (2.22, 2.24)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD III: CURRICULUM FOR TEACHING SPECIALIZATION		
3.0 Curriculum Summary Sheets are provided (DTP Form 03-74)		
3.1 Curriculum development and modification processes are described; personnel involved in they are identified (3.4)		
3.2 Curriculum alternatives for unique student interests and/or needs are identified (3.1)		
3.3 Research and professional guides and standards were used to develop curriculum (3.2)		
3.4 Course outlines and competencies to be achieved by students are included and meet minimum state standards (3.02, 3.03)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD IV STUDENT PERSONNEL PROGRAMS AND SERVICES	//////////	////////////
4.0 Student Advisement personnel and procedures are identified (4.0)		
Information on careers are available to students (4.3)		
Current data on supply and demand is available to students (4.3)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD V: FACULTY	///////////	///////////
5.0 The individual who administers the program is identified; all full and part-time faculty are identified by name. (5.0, 5.1, 5.3)		
5.1 Faculty teaching load is given and compared with the institution wide-load (5.0)		
5.2 The policy on using part-time or shared-time faculty is described (5.5)		
5.3 The level of faculty preparation is given and compared with total staff (5.3)		
A plan for faculty development is given (5.6)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD VI: LABORATORY EXPERIENCES	//////////	//////////
6.0 The professional laboratory experiences of this curriculum are described, objectives of these experiences and the criteria for evaluation are identified (6.0, 6.1, 6.2, 6.3, 6.4, 6.5)		
6.1 The role of the staff in development, supervision, and evaluation is described (6.6, 6.7)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD VII: FACILITIES, EQUIPMENT, AND MATERIALS	/////	//////
7.0 The number of volumes in the library relating to this curriculum is given (7.0, 7.01)		
7.1 Periodical subscriptions during last three years is listed (7.0, 7.01)		
7.2 Funds expended for books and periodicals during last three years is given (7.03)		
7.3 Major strengths and weaknesses in the library holdings in this program area are identified as suggestions for improving library holdings. (7.0)		
7.4 The process for evaluation, selection and purchase of library and media materials is described (7.04)		
7.5 The amount spent during last three years for instructional media related to this curriculum is identified (7.03)		
7.6 The center's collection of instructional materials related to the curriculum is evaluated. (7.13)		
7.7 Laboratories and equipment available to support this curriculum are described with regard to present resources and needs. Dates are given for any plans to remove deficiences in laboratories and equipment. (7.2)		
7.8 Classroom and office space is adequate. (7.3)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD VIII: PROGRAM PLANNING, REVIEW, AND EVALUATION	/////////	//////////
8.1 Plan for systematic assessment of students and graduates is described. Summary sheets of the most recent data collected is included. (8.0)		
8.2 Procedure for continuous program review and relationship of evaluation data to curriculum modification are described (8.1)		
8.3 Personnel agencies and procedures involved in program reconceptualization are identified (8.2)		
8.4 Five year plans for program modification are described (8.2)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) Recommendations for program improvement, 4) compliance with the 1974 Standards 5) Conditions, if any, to be removed before full accreditation.

FEEDBACK SHEET: PROGRAM ANALYSIS FORM
(STANDARD II)

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD II: ORGANIZATION AND ADMINISTRATION	///////	///////
2.0 Organization and structure of the department and/or the division which assures broad input (student, faculty and public school personnel) in matters relating to curriculum development in teacher education is described (2.0, 2.1)	?	
2.1 The number of students enrolled is given by class standing (2.23)	✓	
2.2 Program admission and retention requirements are described; conditions for terminating students are described (2.22, 2.24)	?	

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials, what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

--What opportunities exist for broad input in Curriculum development? Self-Study describes the organization of the Department only.

--Organizational chart does not identify who is responsible for the laboratory program.

--Why is Human Growth and Development described as a separate entity on the organizational chart?

--Retention and termination conditions and procedures are vague.

VERIFICATION OF THE SELF STUDY: PRELIMINARY ASSESSMENTS AT HOME

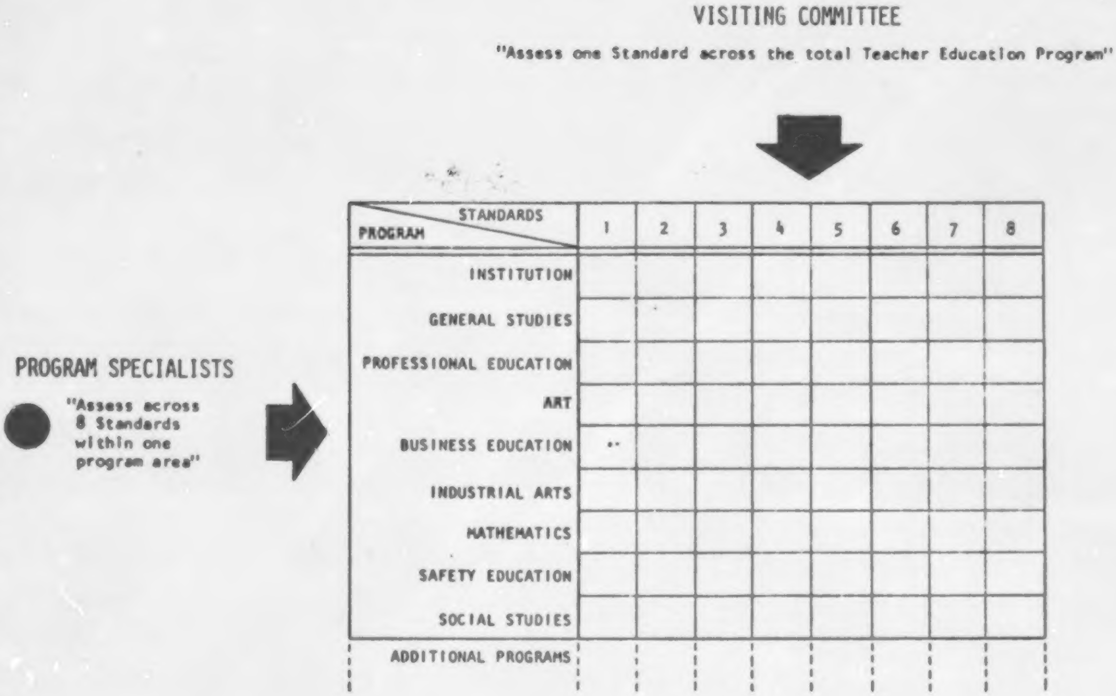
PART III

At the end of this Section of the training program you will be able to:

1. distinguish the assessment role of a Program Specialist in comparison with the assessment role of the Visiting Committee members.
2. Contrast the Institutional Analysis Form with the Curriculum Analysis Form in order to identify basic differences in reporting.

THE INSTITUTIONAL ANALYSIS FORM

Visiting Committee members and consultants will be examining one or more Institutional Standards that apply to processes which affect all Teacher Preparation Programs at the Institution. The differences in assignments between Program Specialist and those investigating Institutional Standards are depicted below:



VISITING COMMITTEE

"Assess one Standard across the total Teacher Education Program"

PROGRAM SPECIALISTS

"Assess across 8 Standards within one program area"

STANDARDS / PROGRAM	1	2	3	4	5	6	7	8
INSTITUTION								
GENERAL STUDIES								
PROFESSIONAL EDUCATION								
ART								
BUSINESS EDUCATION								
INDUSTRIAL ARTS								
MATHEMATICS								
SAFETY EDUCATION								
SOCIAL STUDIES								
ADDITIONAL PROGRAMS								

Individuals assigned to Institutional Standards will be provided with a slightly different worksheet. A copy of this worksheet follows. Individuals assigned to one or more Institutional Standards follow essentially the same procedures as team members reviewing teaching specializations.

INSTITUTIONAL ANALYSIS FORM

VISITING COMMITTEE

A. DIRECTIONS

This is a working form to assist you as you gather data to prepare your report. Your report should include an evaluation of the completeness and accuracy of the institution's self-study documents and whether or not the specific area(s) reviewed is in compliance with the 1974 Standards. By following this checklist closely, you should have sufficient data for writing your final report which must be submitted to the Team Chairman before you leave the campus. A format for the final report is attached along with a sample report for your information. Please attach this page of the Institutional Analysis Form to your final written report.

B. GENERAL INFORMATION

College or University ______________________________

Date of Visit ______________________________

Person(s) Completing this Report ______________________________

____

____

Assignment Area(s) - Standard(s) ______________________________

____

C. PERSONS INTERVIEWED DURING CAMPUS VISIT

Name	Title

(Please use additional pages if needed)

INSTITUTIONAL ANALYSIS FORM
VISITING COMMITTEE

Note: The numbers to the left of the item refer to items each program area was asked to respond to in completing the Institution Analysis Format (DTP Form 01-74). The numbers that appear in parentheses following the item refers to specific aspects of the 1974 Standards.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD I: PURPOSES AND OBJECTIVES	/////	/////////
1.0 The overall objectives of the institution are listed (1.0)		
1.1 There is evidence that the institution has made a major commitment to teacher education (1.1)		
1.2 There is a description of the institution's procedures for assuring that specific objectives of the teacher education program are consistent with the overall objectives of the institution. (1.2)		
1.3 Procedures for creating faculty and student awareness of the objectives of the institution and the teacher. (1.3)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) recommendations for program improvement. 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD II: ORGANIZATION AND ADMINISTRATION	/////	/////
2.0 An organizational chart describing the organizational structure of the institution is provided and strengths and weakness of the organizational plan are identified. (2.0)		
2.1 The institution has a plan for assuring that teacher education is an institutionwide function and that all college units have an opportunity to offer inputs into teacher education programs. (2.0)		
2.2 The policy recommending body responsible for teacher education matters is described with respect to its functions and responsibilities, and the names, titles, selection procedures and tanure of its membership. (2.1)		
2.3 The administrative unit that oversees the teacher education program and persons and title with that unit are listed; an organization chart for the teacher education unit is also provided. (2.2)		
2.4 The unit or agency responsible for determining a student's readiness for a professional role in public schools and those persons and titles within that unit or agency is identified; the procedures and institutional publications that are designed to make faculty, students and cooperating public school personnel aware of criteria for admission to professional roles are identified. (2.4)		
2.5 The certification unit and personnel (including names, titles, and responsibilities) are described. (2.3)		
2.6 Administrative and curricular processes utilized in fulfilling committments to consortium programs are described. (2.5)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD III: CURRICULA FOR TEACHER PREPARATION	///////	/////////
3.0 Personnel and processes utilized in curriculum development which involve the total institution or more than the department are described (3.0), 3.01, 3.02, 3.03, 3.04); The description of curriculum development procedures include:		
a. How content and experiences are selected to insure achievement of competencies identified by the institution. (3.02)		
b. How curricula provide for both structure and flexibility. (3.1)		
c. How curricula reflect research trends as well as standards and guidelines adopted by learned societies professional organizations. (3.2)		
3.1 There is a description of the administrative structure in the institution that has responsibility for decision-making related to criteria for:		
a. Discontinuance of existing programs. (3.4)		
b. Adoption of new programs. (3.4)		
c. Modification of curricula within programs. (3.4)		
d. Participation in consortium programs. (3.5, 3.6, 3.7, 3.8)		
Evidence is cited on the functioning of the above administrative structure within the past two years		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD IV: STUDENT PERSONNEL PROGRAM AND SERVICES	////	////
4.0 Guidance services for prospective or currently enrolled teacher education student are described. (4.0)		
4.1 Criteria for teacher education program admission, retention and exit and the unit responsible for administrating these policies are identified. (4.5)		
4.2 Record keeping procedures are described and related to student advisement and counseling purposes; strengths and weaknesses of the student record system are indicated. (4.1)		
4.3 Follow-up procedures for teacher education graduates are described. (4.2)		
4.4 Career counseling procedures that include self-assessment and supply and demand data are indicated. (4.3)		
4.5 Placement services available for teacher education graduates are described. (4.4)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site reievw, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD V: FACULTY	/////	////////
5.0 A faculty data sheet is completed for all full and part-time faculty members involved in the education program. (5.0)		
5.1 Faculty support services are described and evaluated. (5.2)		
5.2 A plan for faculty development is described. (5.6)		
5.3 The following information is included about part-time faculty		
5.31 Their role as viewed by the institution. (5.5)		
5.32 Number In each specialization		
5.33 Portion of total load taught by part or shared time faculty		
5.4 Summary of the degree levels of all faculty involved in teacher education and all professional education faculty is included. (5.0)		
5.5 The professional education faculty's association and involvement with the public schools is described (5.7)		
5.6 The approved faculty load is indicated and compared with that of the professional education faculty (5.8, 5.81, 5.82)		
5.7 Institutional policy on equating administrative duties and the supervision of student teachers with teaching assignments is described (5.81)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD VI: LABORATORY EXPERIENCES	////////	//////////
6.0 The institutions philosophy on professional laboratory experiences and its relationship to professional laboratory programs is described(6.1)		
6.1 Laboratory experiences are defined in terms of objectives to be achieved by all teacher education graduates; Courses or module that are related to specific laboratory experiences are identified. (6.0, 6.1, 6.2, 6.4)		
6.2 The institutions working relationship and joint planning experiences with the public schools are described. (6.3, 6.5)		
6.3 Inservice activities provided for faculty and public school personnel during the past academic year which were designed to acquaint participants with their contributions to the teacher education program are described. (6.6)		
6.4 The individual and his/her title who has primary responsibility for coordinating laboratory experiences is identified. A brief job description is also included (6.7)		
6.5 The culminating clinical experience is described in terms of objectives, student placement, faculty involvement, duration, and primary public school sites and centers. (6.2)		
6.6 Institutional policy for students who are unable to successfully complete the laboratory experience is described. (6.2)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

	DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A.	STANDARD VII: FACILITIES, EQUIPMENT AND MATERIALS	///////	/////////
7.0 7.1	Media Center and Library holdings for each of the following areas are described quantified and evaluated: General Studies, Professional education and each teaching specialization for which the institution seeks approved. (7.0)		
7.01 7.11	Staffing patterns of the media center, library, professional and support personnel which provide library and media services are described. (7.02, 7.15)		
7.02 7.12	The total library and media center budget and amount expended for each department and/or for each teaching specialization for the past three fiscal years is indicated; Institutional policy for allocating library and media center funds to departments is described. (7.03, 7.04, 7.13)		
7.03 7.13	The working relationship between library and media center personnel and faculty in selecting and purchasing materials is described. (7.04, 7.13)		
7.04 7.14	The library's and media center's operating procedures, including hours and loan policy for both print and non-print materials is described. (7.05, 7.14)		
7.05 7.15	The adequacy of space and equipment in the library and media center is evaluated. (7.05, 7.3)		
7.2	Laboratories and equipment available for teacher education programs are described; Plans for the replacement, addition, or upgrading of laboratories and new equipment are indicated. (7.2)		
7.3	Physical facilities, such as classroom and office space and special purpose facilities, that are available to support teacher education programs are described and evaluated. (7.3)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

DESCRIPTIONS ARE COMPLETE, ACCURATE, AND CONFORM TO THE 1974 STANDARDS	YES	NO
A. STANDARD VIII: PROGRAM EVALUATION - REVIEW, PLANNING	///////	///////
8.0 The institution's program for systematic assessment of its teacher education students and graduates and curriculum development procedures is described; Evidence is cited that data are used in program review and modification, summary of most recent data collected as part of on-going follow-up studies is provided. (8.0, 8.01, 8.02)		
8.1 Evidence is provided regarding the institution's committment to continous program review. (8.1)		
8.2 Evidence is provided regarding the institution's committment to long range planning in reference to its mission. (8.2)		

BEFORE THE CAMPUS VISIT

After review of the Self-Study Materials what comments or questions do you have concerning: 1) Errors of presentation or omission, 2) Program strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards.

DURING THE CAMPUS VISIT

On the basis of the Self-Study Materials and the on-site review, what are your findings with respect to: 1) Errors of presentation and omission, 2) Program Strengths, 3) recommendations for program improvement, 4) compliance with the 1974 Standards, 5) Conditions, if any, to be removed before full accreditation.

VERIFICATION OF THE SELF STUDY: ON-SITE ASSESSMENT

PART I

At the end of this Section of the training program you will be able to:

1. identify on-site data sources used in verifying the self-study.
2. collect and organize data to document findings.
3. reference findings to the Standards.

IDENTIFICATION OF DATA SOURCES

Your "at home" review of the self-study materials and your work with the Program Analysis Form have given you some indication of Mountaineer State College's elementary education program.

Now that you have arrived on Campus and you wish to "check-out" your preliminary findings concerning Standard II of the Elementary Education Program, list the data sources that might be helpful in your verification of Standard II in the spaces below.

While the identification of key data sources is important to you as you move toward completing your findings, be aware that you will need to cite those sources as you document your report.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

FEEDBACK SHEET

DATA SOURCES

1. Self Study Materials
2. Other Official Reports (NCATE, NCACS, etc.)
3. Official College Publications and Records (Catalogue, Transcripts, Student Teaching Handbook, etc.)
4. Committee Minutes
5. Interviews with Faculty, Students and Public School Personnel
6. Other Data Sources???

Note:

Significant data and information about the teacher education program should be included or referred to in the Self-Study. However, the above sources are sometimes helpful in further clarifying aspects of the institution's teacher education program. Frequently, many of these materials are available in the Headquarters Room during the campus visit.

ANALYSIS OF FACULTY DATA

Read the Faculty Data Sheet of Frederick Byrd (L-2) and respond to the following questions:

1. What information in this Faculty Data Sheet suggests possible noncompliance with one or more aspects of Standard V?

2. Also, for those items you have indicated above, what sources or procedures would be helpful in further "checking out" Dr. Byrd's qualifications with regard to the requirements of Standard V?

After responding to the above questions, check your answers with those indicated in Section M.

Frederick Byrd
Associate Professor of Education
Appointed September 1, 1960

1. Earned Degrees

A.B. - Glenville State College 1955 Major: Business Administration
M.A. - West Virginia University 1960 Major: Curriculum and Instruction
Ph.D. - University of Pittsburgh 1964 Major: Education Foundation

Educational Experience

1960-1962 - Monmouth College, Education Department
1964-1970 - Ottawa College, Education Department
1970- - Mountaineer State College, Education Department

2. Loads, including administrative assignments, 1975-76

Fall, 1975
Education 250, Foundations of American Education - 4 sections - 2 semester hours each (8)
Education 365, Secondary School Curriculum - 3 semester hours
Education 460, Student Teaching (12 student teachers, 3 semester hours, @ 4 per semester hour)
TOTAL 15 semester hours

Spring, 1975
Education 250, Foundations of American Education - 3 sections - 2 semester hours each
Education 304, Social Studies in the Elementary School - 2 semester hours
Education 460, Student Teaching (16 student teachers @ 4 per semester hours)
4 semester hours
12 semester hours

Summer, 1975
Education 250, Foundations of American Education - 2 semester hours
Education 405, Methods of Teaching Social Studies in the Secondary School - 2 semester hours
4 semester hours

3. Other Collegiate Assignments, 1975-76 School Year

Chairman, Faculty Senate

4. Current Professional and Academic Association Memberships

National Education Association
Phi Delta Kappa
Association of Teacher Educators

5. Current Non-Teaching Professional Assignments and Activities

None

6. Publications and Research

None

FEEDBACK SHEET - FACULTY DATA SHEET

Dr. Byrd's Faculty Data Sheet suggests the following possible areas of non compliance with one or more aspects of Standard V:

1. Possible teaching overload - especially in the Fall semester (Standard V, item 5.8).
2. Dr. Byrd has a major student teaching assignment. He also teaches a methods class during the summer. Yet his Faculty Data Sheet indicates that he does not have any public school experience (Standard V, item 5.9).
3. Dr. Byrd's academic training does not appear to qualify him for teaching the social studies methods courses (Standard V, item 5.3).

Further investigation of the above points could include the following procedures and data sources:

1. Review other faculty data sheets and the Institutional Analysis Report for an indication of the typical faculty load. Also, some judgements would need to be made concerning his load involved in supervision of student teachers, e.g. distances travel, how other faculty student teaching assignments are equated, etc.
2. Dr. Byrd's apparent lack of public school experience may be an omission from the Faculty Data Sheet. Raise this point with Dr. Byrd and the Department Chairman. You may also want to check his credentials for public school experience.
3. Check Dr. Byrd's transcripts for academic background in the Social Studies.

Note:

The examination of Dr. Byrd's credentials and transcripts revealed that he had public school experience (Waynesboro Public Schools, Social Studies teacher and curriculum supervisor, 1955-59) and had both undergraduate and graduate training in social studies education (undergraduate: Double major with Business Administration; Graduate: Masters and Doctoral program, Dr. Byrd had 12 hours of courses which specifically focused on recent trends in teaching social studies. Also, other aspects of his graduate work in Social Foundations of Education and Curriculum and Instruction had frequent and significant applications to teaching social studies in the public schools).

VERIFICATION OF THE SELF-STUDY: ON-SITE ASSESSMENT

PART II

At the end of this Section of the training program you will be able to:

1. suggest a format and procedure for conducting an interview.
2. identify questioning techniques which solicit pertinent responses to the standards.
3. list approaches to interviewing which may hamper the data collection procedures.
4. analyze data obtained from student interview audio-tape and Department Chairman audio-tape.

INTERVIEWS

Interviews can be important sources of information regarding a teacher education program. As a program specialist in elementary education, you wish to obtain information on Standard II. You have scheduled an interview with the Chairman of the Department of Education.

What questions might you want to ask the Chairman to obtain information on Standard II? (You may want to refer to the yellow worksheet and the Standards before you list your questions.)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

The Simulation Director will now play a tape recording of an interview with the Department Chairman. As you listen to the tape, compare the questions you listed on N-1 with those asked in the tape and respond to the following questions:

1. What information came out in the interview that suggested non-compliance with Standard II: Organization and Administration?

2. What techniques were used (or not used) by the interviewer that inhibits the flow of information about the Elementary Education program?

FEEDBACK ON INTERVIEW TAPE
(Department Chairman)

1) Information pertaining to Standard II

--Curriculum development, to a large extent, is a unilateral decision by the Department Chairman. (Non-compliance of Standards 2.0 and 2.1).

--Retention and termination criteria and procedures are ambiguous or non-existent. (Non-compliance of Standards 2.22 and 4.5)

2) Interview techniques

--Interview did not permit chairman to share what he felt to be outstanding features of his program.

--Visiting Team members discussed tentative findings with the Department Chairman. Since decisions on program approval are made by the Visiting Committee on Tuesday evening, Visiting Team members should not share their findings with institutional officials. Decisions of the Visiting Committee will be reported to institutional officials during the exit interview on Wednesday.

STUDENT INTERVIEWS

Typically the campus visit schedule includes a group meeting with students enrolled in the teacher education program. You will now hear a brief audio tape excerpt of a discussion with students concerning their experiences with the program.

Again, as you listen, take notes on information that might help you in making your assessment about the elementary program.

NOTES AND DATA COLLECTION

VERIFICATION OF THE SELF-STUDY: ON-SITE ASSESSMENT

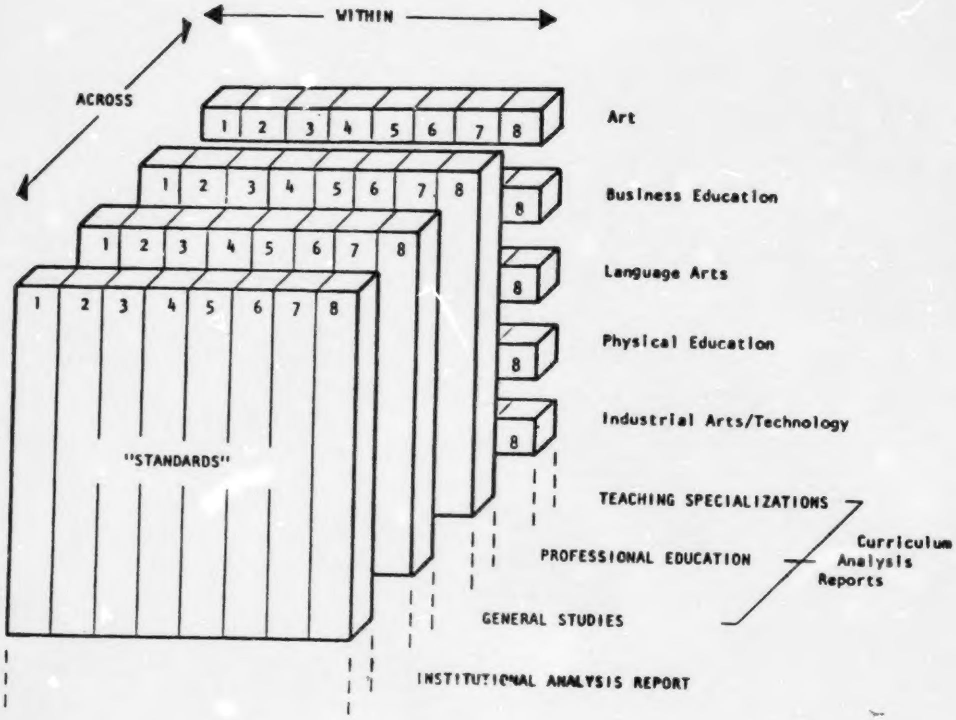
PART III

At the end of this Section of the training program you will be able to:

1. analyze the purpose of pooling data in a large group process.
2. evaluate the interactive process of the institutional and program standards.
3. identify issues which impinge upon the elementary education program.
4. state a preliminary judgement regarding the status of the elementary education program.
5. prioritize Tuesday's tasks based on Monday evening's dialogue.

INTERACTION OF INSTITUTIONAL
AND
PROGRAM PROCESSES

The task of the Visiting Team is not only to examine individual institutional standards or teaching specializations but also to assess the interaction of institutional processes and processes at the program level. One way to depict this interaction in a teacher education program is the following model:


WITHIN
ACROSS
1 2 3 4 5 6 7 8
Art
Business Education
Language Arts
Physical Education
Industrial Arts/Technology
"STANDARDS"
TEACHING SPECIALIZATIONS
PROFESSIONAL EDUCATION
GENERAL STUDIES
Curriculum Analysis Reports
INSTITUTIONAL ANALYSIS REPORT

MONDAY EVENING SESSION

This is the first group-wide critique of the Visiting Team's preliminary findings. Our purpose is to share our data. The Visiting Team Chairman will call for oral reports from the members of the Visiting Committee. Each Visiting Committee member will present a brief synopsis of his findings in regard to one of the eight Institutional Standards.

Monday evening's session is primarily for obtaining a general picture of the institution by identifying points of interaction between institutional and program procedures. In order to facilitate the data sharing the seating arrangement is depicted below on the transparency. The Chairman will call for Standards I and II. Program Specialists from various disciplines will add to the discussion by clarifying key points or raising issues which appear to be inconsistent with the Self-Study or the findings on-site.

CHAIRMAN, JOHN JONES - The purpose of the session this evening will be to share our findings in order that the Visiting Committee will have an understanding of the institution as a whole. Each team member should be willing to express his concerns in terms of specific standards. What may appear to be a problem for one program specialist may or may not be a concern for another program specialist. The discussions will be informal and you should identify any problems you have encountered. The discussions will be structured around Standard I through Standard VIII so if you are having a problem with staff qualification in Art, for example, you should point this out when we are discussing Standard V. This evening session should be one of both presenting and receiving information. We will begin by asking Dr. Roy Bone to report on his findings for Standards I and II.

DR. ROY BONE (Visiting Committee Member) - The objectives of the institution and its commitment to teacher education are identified in the official publications of the institution. While the institution has identified teacher education as a major function, the support given to the program at the institutional level should be examined more carefully.

The Minutes reflected that several seemingly good proposals offered by the Teacher Education Committee have been rejected by the administration. The Minutes did not reflect the reasons for the rejections so I intend to follow that up in the morning during my interviews with the administrators. The Department of Education was identified as the teacher education unit. The Department structure was not identified other than stating the Department Chairman was the chief administrative officer. The personnel in the Department were not always certain what responsibilities were assigned to which members. Nothing was mentioned about regularly scheduled meetings. Interviews with staff revealed that communications are poor and that most decisions are made by the Chairman and his best friend. Interviews with students pointed to the lack of correct information relating to processes and procedures.

CHAIRMAN, JONES - Did any other team members find the same problems in relation to Standard I and II?

DR. MARY CLAY (Program Specialist, Elementary Education) - Yes, I encountered similar circumstances in the Elementary Education program. The administrative responsibilities for this specialization were identified in the Self-Study as being with the Department of Education. The staff in Elementary Education indicated that they were uncertain about specific assignments and the Chairman made most of the decisions and the staff was not informed until after the decisions had been reached. The people in the various academic areas who teach classes which are a part of this curriculum indicated that when they had problems they phoned the Chairman who indicated a willingness to follow through but in actuality, no further effort was made to solve the problems. They indicated that Dr. McCoy was a busy person and that his administrative and teaching assignments were quite heavy and no doubt contributed to the problem.

MR. BROWN (Program Specialist, Social Studies) - I found almost a totally different situation in Social Studies. The person responsible for administering the program had monthly meetings with his staff and those persons in the Business Department who taught the economic section. The staff was most complimentary on the Chairperson's democratic approach to curriculum development. They also noted his willingness to go to bat with the administrators to get the financial support for his Division.

DR. HARVEY (Program Specialist, Art) - I found that the program in Art was well organized. No problems were evident.

DR. PAYNE (Program Specialist, Science) - Dr. Rogers and I found problems in the Science Division which were similar to those in Elementary Education as presented by Dr. Clay. We need more time to interview the other staff in the Division prior to making a final recommendation.

CHAIRMAN JONES - Do any other members have comments? If not, then we should move to Standards III and IV. Dr. Miller, would you care to open this discussion?

DR. MILLER (Visiting Committee Member) - I found the Teacher Education Committee to be an active one. Most of their recommendations which involved minor program changes were readily approved by the institutional curriculum committee. No programs have been discontinued during the past five years but the committee had two programs under review The major problem I found was that the evaluation data collected by the institution had no bearing on the program modification. There seemed to be no systematic review process, changes were generally piecemeal rather than a reexamination of the total program. The student guidance and support services were adequate.

MARY CLAY - I found a similar situation in Elementary Education. Most changes were recommended by staff in the areas comprising the elementary program and changes were frequent. Most attention seemed to be spent on the parts than the whole program. The feedback provided by the f[illegible]er students was positive so the program must be adequate. Employe[illegible] noted some need for improvement in classroom management and planning strategies.

CHAIRMAN, JONES - Does anyone else have comments?

HOY BROWN (Program Specialist, Business Education) - I found just the opposite in Business. There was evidence of good program planning by the staff and they had involved both the business and public school business teachers in their restudy process. Several major changes in curriculum were planned but it is too early to have feedback.

CHAIRMAN, JONES - Are there other comments? If not, we will move on to Standards V and VI. Mr. Rivers, I believe you were reviewing that section.

MR. CLAYTON RIVERS (Visiting Committee Member) - The faculty as a whole seem well prepared but there are a few cases that need to be checked further. About 50 percent hold the doctorate. In some of the departments staffed by one or two people, the assignment seems heavy as well as some questions about preparation. I would like to have some feedback from the program specialists.

DR. HARVEY - Most of the people in Art were well prepared with the exception that the person responsible for the Art Education did not have adequate educational experiences. This position seems subject to frequent changes in personnel. The program generally serves more commercial art majors than teacher education majors but this should be noted as an area of strength.

DR. EDDY (Consultant, Professional Education) - Interviews with several memebers in the Education Department revealed a general belief that they were overloaded. I would appreciate Mr. Rivers reviewing this aspect with me prior to preparing my written report. Some faculty did not have public school experience even though they were assigned to teach the methods and supervise the student teachers.

MR. RIVERS - I found no problems with the laboratory experiences. These seem to be well planned and definite goals have been identified and given to the students and participating public school personnel. If anyone encountered problems in this area, I wish you would share this data with me.

CHAIRMAN, JONES - Would Mrs. Newton give her report on Standards VII and VIII.

MRS. NEWTON (Visiting Committee Member) - The institution has just moved into new library-media facilities. The major effort during the last three years has been to upgrade these facilities. The Self-Study identifies other areas in need of upgrading and the President has assured me these facilities will be improved as soon as funds are available. No facilities are so bad as to be detrimental to the program. A committee of faculty and trustees has been appointed for long-range planning. The committee charged with program evaluation needs to secure more funds. At present it operates on an ad hoc basis and is ineffective. I would like some personal feedback from the program specialists on this point.

CHAIRMAN, JONES - I hope that each person with information relating to request for feedback will be certain to contact the other members of the Team. We must share the information in order to get a clear picture of the institution. Be certain that you will be able to comply with the time schedule for presenting your written abstract. If you have questions, please see me following this meeting.

FROM THE ABOVE DATA SHARING SESSION:

1. List some problems pertinent to the eight Institutional Standards, e.g. Standard I: Purposes and Objectives, Standard II: Organization and Administration, etc., that Mountaineer State College has in carrying out its Teacher Preparation Programs?

2. List the specific tasks derived from tonight's data that you will need to investigate tomorrow.

FEEDBACK SHEET
MONDAY EVENING TAPESCRIPT

1. What appears to be some common problems pertinent to the Standards that the institution has in carrying out its Teacher Preparation Programs?

   --Possible lack of administrative support for teacher education (Standard I, item 1.4)
   --Failure to use evaluation data in curriculum development; lack of systematic review process (Standard VIII, item 8.0)
   --Possible faculty overload (Standard V, item 5.0)

2. What are some items uncovered in Monday night's session that might need further investigation Tuesday morning?

   --check on rationale for rejection of Teacher Education Committee proposals and administrative support for Teacher Education. Also, some programs indicated a need for more information on administrative procedures on Teacher Education Programs.
   --Check with Teacher Education Committee members about the use they make of evaluation data.
   --More investigation of faculty load situation.

VERIFICATION OF THE SELF-STUDY: REPORTING THE FINDINGS ON-SITE

At the end of this Section of the training program you will be able to:

1. identify the structure of the written report format.
2. synthesize your findings of the elementary education program with an oral reporting format.
3. critique the sample oral report for its content validity.
4. identify errors of omission and errors of presentation of the sample written report.
5. identify the appropriate Standard on which to base findings in the sample written report.
6. recommend a program approval option for the Elementary Education program and a time line for removal of a condition.

REPORTING TO THE VISITING COMMITTEE

The final task of the program specialist or consultant is to report his/her findings to the Visiting Committee. This reporting takes both oral and wirtten forms. Before leaving campus on Tuesday afternoon, the program specialist or consultant must submit a full written report on his/her findings. A written abstract and oral resume of the written report are also submitted to the Visiting Committee according to a reporting schedule established for Tuesday afternoon. (See an example of a Tuesday afternoon reporting schedule in S-4.)

The outline for the full written report and the oral report abstract form follows.

Directions:

1. Read the "Outline for the Preparation of Written Reports" and the "Oral Report" (S-2 and S-5).
2. Complete the "Oral Report Abstract" (S-6) based on the Self-Study and data you collected during the on-site review of Mountaineer State's Elementary Education Program.
3. Move on to the activity described in Section T.

DIVISION OF PROFESSIONAL DEVELOPMENT SYSTEMS
WEST VIRGINIA DEPARTMENT OF EDUCATION
1900 WASHINGTON STREET
CHARLESTON, WEST VIRGINIA 25302

OUTLINE FOR THE PREPARATION OF WRITTEN REPORTS

This outline is presented to the members of the Visiting Team with the understanding that it will be followed as closely as possible. It will be further tested for efficiency and revised on the basis of experience.

Section I: Verification of the Institution Self-Study Report and its on-site implementation.

A. Visiting Committee members or consultants reviewing institutional processes: Identify which of the eight institutional standards you have reviewed, e.g., Standard VI: Laboratory Experiences. Please submit a separate written report for each standard reviewed.

B. Program Specialists: Identify the specialization and grade levels reviewed e.g., Social Studies 4-8, 7-12. You should begin your report by discussing each standard separately beginning with Standard I: Purposes and Objectives and continuing through Standard VIII: Evaluation Program-Review and Planning.

C. Your major concern in this section is to determine whether or not the Standard or program area reviewed is in compliance with the Standards. This evaluation should consider both the written Self-Study Report and its on-site implementation. Please indicate specific page numbers when you are making references to the Self-Study Report. Your general observations and comments regarding the compliance of the Self-Study Report and on-site implementation should take into account those commendations, recommendations for program improvements, errors of omission and errors of presentation that you recorded on your Program or Institutional Analysis Form. Recommendations for program improvement discussed in this section, unlike conditions discussed in Section II, are not binding upon the institution. However, your recommendations for program improvement are frequently useful to the institution in program development.

Section II: Recommendations for Program Approval

A. Full Approval

1. The institution is in full compliance with the Standards.
2. Approval is for a period not to exceed five years.

B. Provisional Approval

1. While the program does not fully meet the Standards, the deficiencies cited do not seriously jeopardize the operation of the program and they can be corrected in the time period specified by the Visiting Committee.
2. Specific instances of non-compliance with the Standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee.
3. Approval is not to exceed three years.

C. Non Approval

The program's failure to meet the Standards is of such a scope and/or magnitude that the operation of the program is seriously jeopardized.

Note: Please attach the first page of your Program or Institutional Analysis Form to this report.

ORAL REPORTING SCHEDULE

MOUNTAINEER STATE COLLEGE CAMPUS VISIT

Pioneer Room, Medford Hall

1:10 - 1:10	Art - Samuel Harvey
1:10 - 1:20	Biology - Joseph Payne
1:20 - 1:30	Chemistry - Cal T. Lyst
1:30 - 1:40	General Science - Joseph Payne and Cal T. Lyst
1:40 - 1:50	ELEMENTARY EDUCATION - MARY CLAY
1:50 - 2:00	Early Education - Pia Jay
2:00 - 2:10	Business Education, Business Principles, and Secretarial Studies - Hoy Brown
2:10 - 2:20	Social Studies - Jack Brown
2:20 - 2:30	Health Education - Ima Healthnutt
2:30 - 2:40	Home Economics - Cookie Cutter
2:40 - 2:50	Industrial Arts - Robert Nubs
2:50 - 3:00	Journalism - Gerald Bias
3:00 - 3:20	Break
3:20 - 3:30	English/Language Arts - Homer Shakespeare
3:30 - 3:40	Mathematics - Daniel Counts
3:40 - 3:50	Music - Melody Sharp
3:50 - 4:00	Physical Education - Edmund Ball
4:00 - 4:10	General Studies - Libby Artes
4:10 - 4:20	Professional Education - Minnie Modules

Walnut Room, Holiday Inn

7:00 - 7:15	Standard I - Roy Bone
7:15 - 7:30	Standard II - Roy Bone
7:30 - 7:45	Standard III - Cynthia Miller
7:45 - 8:00	Standard IV - Cynthia Miller
8:00 - 8:15	Standard V - Clayton Rivers
8:15 - 8:30	Standard VI - Clayton Rivers
8:30 - 8:45	Standard VII - Flora Newton
8:45 - 9:00	Standard VIII - Flora Newton
9:00 - 9:15	Break
9:15 -	Resume Review of Teacher Education Programs

ORAL REPORT

The time frame for giving your oral report to the Visiting Committee is so short that you will need to prepare it very carefully. Your report will be limited to no more than EIGHT to TEN minutes. Please structure your oral report to follow the attached oral report abstract which should be distributed to the Visiting Committee immediately prior to your oral report. A secretary will zerox sufficient copies for the Visiting Committee. An example of a completed oral report abstract is also attached.

PRIOR TO YOUR LEAVING THE CAMPUS:

1. Submit your full written report.
2. Complete expense forms.
3. Complete evaluation of campus visit procedures. (Questionnaire was included in materials handed out Sunday evening.)

If you found the Standards were not satisfactory, please present your comments and/or recommendations for changes in written form to the Coordinator for Teacher Preparation, Dr. David Gabehart. The current Standards are in the form of a working document which will be placed in final copy early next year. Any changes or corrections should be noted in your written comments.

Please adhere to the time allotted you in the Oral Report Schedule.

ORAL REPORT ABSTRACT

1. Name(s) of program specialist(s): ____________________

2. Program area and grade level(s) reviewed: ____________________

3. Recommendations for program approval: Indicate "Full", "Provisional" or "Non-Approval" for each grade level reviewed in the program area:

4. Briefly list findings that support your recommendations for program approval. If your recommendations is for Provisional Approval, list conditions and time period suggested for their removal. Also, cite findings pertinent to each condition and the section(s) of the Standards that is (are) in non-compliance.

5. Briefly summarize any commendations, recommendations or overall reactions to the program.

SAMPLE WRITTEN REPORT

Below is an excerpt from a written report prepared by the program specialist in Elementary Education after reviewing the Self-Study materials and data collected during the on-site visit. The excerpt contains reporting errors which you are to identify in the right hand column. You will need to refer back to the Written Report Outline (S-2) or the Oral Report Abstract (S-4) to assist you in this assignment. After indicating the reporting errors, move on to Section U. Check your answers and respond to the additional questions posed in Section U.

SAMPLE REPORT	LINE	REPORTING ERRORS
STANDARD I - PURPOSE AND OBJECTIVES	1	
The overall objectives of the Elementary	2	
Education program can be found in the Curricu-	3	
lum Analysis Report--Elementary Education	4	
(CAR-EE). These purposes and objectives appear	5	
to be in agreement with the institutional pur-	6	
poses and objectives as reflected on pages 3	7	
and 4 in the current college catalog. Moreover,	8	
interviews with faculty during the on-site	9	
review indicate that all faculty members who	10	
teach classes within this specialization were	11	
involved in the process determining these ob-	12	
jectives.	13	
The objectives of this program are communica-	14	
ted to the student in written form in the Stu-	15	
dent Handbook. Several of the individual	16	
faculty members indicated that these were also	17	
reviewed with the student at the time he presents	18	
the goals and objectives for a particular course	19	
or as these program objectives might relate to	20	
specific course or module objectives. Interviews	21	

SAMPLE REPORT	LINE	REPORTING ERRORS
with students indicated that the majority were	22	
not aware of these objectives or their rela-	23	
tionship to individual courses. It is recom-	24	
mended that the process of communicating with	25	
students needs to be expanded beyond the dis-	26	
tribution of publications. Prior to the imple-	27	
mentation of the Standards, the objectives were	28	
not identified; therefore, the institution is	29	
to be commended for its progress in the limited	30	
amount of time to accomplish this objective.	31	
STANDARD II - ORGANIZATION AND ADMINISTRATION	32	
The Elementary Education Program is admin-	33	
istered by the Department of Education. Dr.	34	
John McCoy chairs the Department. He is assist-	35	
ed in some of the administrative duties by the	36	
Coordinator of Elementary Education. It became	37	
quite evident, however, from the on-site review	38	
that the Chairman of the Department is the	39	
chief source of leadership in matters relating	40	
to all programs of the Department. He serves	41	
on the institution's Teacher Education Advisory	42	
Council as the Department's representative. He	43	
reviews all proposed curriculum changes before	44	
they are sent to the committee with little or no	45	
formal input from other members of the Depart-	46	
ment, students or public school teachers. When	47	
questioned about the curriculum development	48	

SAMPLE REPORT	LINE	REPORTING ERRORS
process in the Department, the Chairman asserted	49	
that informal input via contact with the schools	50	
during student teaching suffices for obtaining	51	
ideas about needed curriculum changes. While the	52	
Visiting Committee commends the institution for	53	
its informal solicitation of ideas from practi-	54	
tioners in the field, it does not feel that	55	
regular and formal input into program is ade-	56	
quate. The committee thus finds that the Ele-	57	
mentary Education program does not comply with	58	
the Standards in this regard.	59	
STANDARD III - CURRICULA FOR TEACHER PREPARATION	60	
The Department of Education is to be commended	61	
for developing training modules that students	62	
may "test out" if they possess the required com-	63	
petencies. Although these modules will not be	64	
offered until the Fall term of this year, planning	65	
appears to be complete and the program of the	66	
Department should be considerably improved with	67	
these modules.	68	
Modules and course offerings presented in the	69	
program summary sheet (CAR-EE, page 1) meet the	70	
minimum hours required by the Standards for the	71	
Elementary Education specialization. Also, it	72	
was evident from course outlines and a helpful	73	
matrix in the CAR-EE, as well as on-site inter-	74	
views with faculty and students, that, for the	75	

SAMPLE REPORT	LINE	REPORTING ERRORS
most part, the program outlines in the Standards	76	
were addressed in designing curriculum for the	77	
Elementary Education specialization. The one	78	
instance of failure to include program objectives	79	
is in the case of metric education.	80	
An interview with the instructor in Math 210	81	
and 323 revealed that this was an omission in	82	
the Self-Study since he definitely "touched on	83	
metric education in these courses. (It might be	84	
added that these course outlines did not include	85	
a reference to metric education. Also, interviews	86	
with students who had completed the courses	87	
provided no assurances that metric education was	88	
included in the courses). It is recommended that	89	
Mountaineer State College explicitly incorporate	90	
metric education into its Elementary Education	91	
program.	92	
STANDARD IV - STUDENT PERSONNEL PROGRAMS AND	93	
SERVICES	94	
All regular faculty share in the advising of	95	
students. Although the faculty is carrying a	96	
heavy teaching and advising load, the advising	97	
system appears to be current. One possible defi-	98	
ciency in the advising system is inconsistency	99	
among faculty members in advising students. This	100	
criticism was verbalized by several of Elementary	101	
Education students who had different faculty	102	

SAMPLE REPORT

LINE

REPORTING ERRORS

advisors and who were advised differently concerning courses in their specializations. This situation, however, will be alleviated as the impact of recent changes in the advising system are experienced, i.e., central advising system for Freshmen and Sophomores, faculty inservice sessions on advising problems.

Career information regarding the Elementary Education specialization is shared with Freshmen during their orientation meetings. This information is also communicated in the introductory Education course (Education 202). The institution is to be commended for providing individual monitors in the library which contain current information on careers and the supply and demand for the various occupational fields.

The Visiting Committee has identified one problem area with reference to Standard IV. The Self-Study materials and the on-site visit revealed that Mountaineer State's admission and retention policies were ambiquously defined and enforced. The Visiting Committee recognizes this vagueness as a violation of the Standards.

STANDARD V - FACULTY

Faculty associated with the Elementary Education program have academic training and public school experience appropriate for their respec-

SAMPLE REPORT	LINE	REPORTING ERRORS
tive teaching assignments. The Visiting Com-	130	
mittee noted an important error of presentation	131	
in one of the Faculty Data Sheets contained in	132	
the Elementary Education CAR-EE (page 6). Dr.	133	
Frederick Byrd was shown to teach social studies	134	
methods classes and supervise student teachers	135	
without the requisite academic training and	136	
public school experience. (Standard V, items	137	
5.3 and 5.9). Examination of Dr. Byrd's cre-	138	
dentials revealed, however, that he, indeed, had	139	
public school experience (Waynesboro Public	140	
Schools, Social Studies teacher and curriculum	141	
supervisor, 1955-1959) and had both undergrad-	142	
uate and graduate training in social studies	143	
education (undergraduate: Double major with	144	
Business Administration; Graduate: In a Master's	145	
and Doctoral program, Dr. Byrd had 12 hours of	146	
courses which specifically focused on recent	147	
trends in teaching the social studies).	148	
One problem is present, however, with the	149	
teaching load of those faculty who supervise	150	
student teachers. In the CAR-EE, (page 6) it	151	
was noted that the load equivalent for super-	152	
vising teacher was based upon the ratio recom-	153	
mended by the National Council for Teacher Edu-	154	
cation. The recommended ratio is two student	155	
teachers for one semester hour. If this ratio	156	

SAMPLE REPORT	LINE	REPORTING ERRORS
is used, a number of the faculty directly	157	
involved with the Elementary Education Program	158	
would be teaching overloads. Apparently, this	159	
ratio was not followed in all instances (see Dr.	160	
Frederick Byrd's Faculty Data Sheet, CAR-EE,	161	
(page 6). There is some question also about the	162	
computation of the Department Chairman's admin-	163	
istrative assignment in his total faculty load.	164	
It is, thus, the feeling of the Visiting Committee	165	
that the institution needs to provide additional	166	
evidence that they are in compliance with Stan-	167	
dard V, items 5.8 and 5.81.	168	
The Visiting Committee was also concerned	169	
with the diminishing opportunities for Elementary	170	
Education faculty to attend professional meetings.	171	
However, Standard V, item 5.6, places unrealistic	172	
requirements upon colleges in view of the typical	173	
budget constraints which limits funds for faculty	174	
travel. The Visiting Committee thus shares with	175	
the institution the fervent hope that more funds	176	
for faculty travel will be soon available.	177	
.	178	
.	179	
.	180	
(The report continues through Standard VIII)	181	
Recommendation for Program Approval	182	
Recommendation is for full approval with	183	
regard to the Elementary Education program.	184	

SAMPLE WRITTEN REPORT FEEDBACK SHEET

Entries in the right hand column indicate aspects of the written report that included reporting errors. Also, please note those entries with an asterisk (*) which require an additional response.

SAMPLE REPORT	LINE	REPORTING ERRORS
STANDARD I - PURPOSE AND OBJECTIVES	1	
The overall objectives of the Elementary	2	
Education program can be found in the Curricu-	3	
lum Analysis Report--Elementary Education	4	Indicate page numbers
(CAR-EE). These purposes and objectives appear	5	in CAR-EE
to be in agreement with the institutional pur-	6	
poses and objectives as reflected on pages 3	7	
and 4 in the current college catalog. Moreover,	8	
interviews with faculty during the on-site	9	
review indicate that all faculty members who	10	
teach classes within this specialization were	11	
involved in the process determining these ob-	12	
jectives.	13	
The objectives of this program are communica-	14	
ted to the student in written form in the Stu-	15	
dent Handbook. Several of the individual	16	
faculty members indicated that these were also	17	
reviewed with the student at the time he presents	18	
the goals and objectives for a particular course	19	
or as these program objectives might relate to	20	
specific course or module objectives. Interviews	21	

SAMPLE REPORT	LINE	REPORTING ERRORS
with students indicated that the majority were	22	
not aware of these objectives or their rela-	23	
tionship to individual courses. It is recom-	24	
mended that the process of communicating with	25	
students needs to be expanded beyond the dis-	26	
tribution of publications. Prior to the imple-	27	
mentation of the Standards, the objectives were	28	
not identified; therefore, the institution is	29	
to be commended for its progress in the limited	30	
amount of time to accomplish this objective.	31	
STANDARD II - ORGANIZATION AND ADMINISTRATION	32	
The Elementary Education Program is admin-	33	
istered by the Department of Education. Dr.	34	
John McCoy chairs the Department. He is assist-	35	
ed in some of the administrative duties by the	36	
Coordinator of Elementary Education. It became	37	
quite evident, however, from the on-site review	38	
that the Chairman of the Department is the	39	
chief source of leadership in matters relating	40	
to all programs of the Department. He serves	41	
on the institution's Teacher Education Advisory	42	
Council as the Department's representative. He	43	
reviews all proposed curriculum changes before	44	
they are sent to the committee with little or no	45	
formal input from other members of the Depart-	46	
ment, students or public school teachers. When	47	
questioned about the curriculum development	48	

SAMPLE REPORT	LINE	REPORTING ERRORS
process in the Department, the Chairman asserted	49	
that informal input via contact with the schools	50	
during student teaching suffices for obtaining	51	
ideas about needed curriculum changes. While the	52	
Visiting Committee commends the institution for	53	
its informal solicitation of ideas from practi-	54	
tioners in the field, it does not feel that	55	
regular and formal input into program is ade-	56	
quate. The committee thus finds that the Ele-	57	
mentary Education program does not comply with	58	Which standard(s)? *
the Standards in this regard.	59	Also cite page number(s)
STANDARD III - CURRICULA FOR TEACHER PREPARATION	60	in Standards
The Department of Education is to be commended	61	
for developing training modules that students	62	
may "test out" if they possess the required com-	63	
petencies. Although these modules will not be	64	
offered until the Fall term of this year, planning	65	
appears to be complete and the program of the	66	
Department should be considerably improved with	67	
these modules.	68	
Modules and course offerings presented in the	69	
program summary sheet (CAR-EE, page 1) meet the	70	
minimum hours required by the Standards for the	71	
Elementary Education specialization. Also, it	72	
was evident from course outlines and a helpful	73	
matrix in the CAR-EE, as well as on-site inter-	74	
views with faculty and students, that, for the	75	

SAMPLE REPORT	LINE	REPORTING ERRORS
most part, the program outlines in the Standards	76	
were addressed in designing curriculum for the	77	
Elementary Education specialization. The one	78	
instance of failure to include program objectives	79	Reference to the metric
is in the case of metric education.	80	education program objectives
An interview with the instructor in Math 210	81	should be made here. What is *
and 323 revealed that this was an omission in	82	the correct reference for
the Self-Study since he definitely "touched on	83	these objectives? Also, give
metric education in these courses. (It might be	84	course titles for Math 210
added that these course outlines did not include	85	and Math 323.
a reference to metric education. Also, interviews	86	
with students who had completed the courses	87	
provided no assurances that metric education was	88	
included in the courses). It is recommended that	89	Recommendation is not
Mountaineer State College explicitly incorporate	90	appropriate since this is a
metric education into its Elementary Education	91	violation of the Standards.
program.	92	A citation on non-compliance *
STANDARD IV - STUDENT PERSONNEL PROGRAMS AND	93	with which Standards should
SERVICES	94	be made?
All regular faculty share in the advising of	95	
students. Although the faculty is carrying a	96	
heavy teaching and advising load, the advising	97	
system appears to be current. One possible defi-	98	
ciency in the advising system is inconsistency	99	
among faculty members in advising students. This	100	
criticism was verbalized by several of Elementary	101	
Education students who had different faculty	102	

SAMPLE REPORT	LINE	REPORTING ERRORS
advisors and who were advised differently con-	103	
cerning courses in their specializations. This	104	
situation, however, will be alleviated as the	105	
impact of recent changes in the advising system	106	
are experienced, i.e., central advising system	107	
for Freshmen and Sophomores, faculty inservice	108	
sessions on advising problems.	109	
Career information regarding the Elementary	110	
Education specialization is shared with Freshmen	111	
during their orientation meetings. This infor-	112	
mation is also communicated in the introductory	113	Give course title to
Education course (Education 202). The institu-	114	Education 202
tion is to be commended for providing individual	115	
monitors in the library which contain current	116	
information on careers and the supply and demand	117	
for the various occupational fields.	118	
The Visiting Committee has identified one	119	
problem area with reference to Standard IV.	120	The problem with admission
The Self-Study materials and the on-site visit	121	and retention policies is
revealed that Mountaineer State's admission and	122	vaguely stated and documented.
retention policies were ambiquously defined and	123	If there is a problem, which
enforced. The Visiting Committee recognizes	124	Standards might be cited?
this vagueness as a violation of the Standards.	125	
STANDARD V - FACULTY	126	
Faculty associated with the Elementary Educa-	127	
tion program have academic training and public	128	
school experience appropriate for their respec-	129	

SAMPLE REPORT	LINE	REPORTING ERRORS
tive teaching assignments. The Visiting Com-	130	
mittee noted an important error of presentation	131	This is an example of
in one of the Faculty Data Sheets contained in	132	an error of omission
the Elementary Education CAR-EE (page 6). Dr.	133	rather than an error of
Frederick Byrd was shown to teach social studies	134	presentation.
methods classes and supervise student teachers	135	
without the requisite academic training and	136	
public school experience. (Standard V, items	137	
5.3 and 5.9). Examination of Dr. Byrd's cre-	138	
dentials revealed, however, that he, indeed, had	139	
public school experience (Waynesboro Public	140	
Schools, Social Studies teacher and curriculum	141	
supervisor, 1955-1959) and had both undergrad-	142	
uate and graduate training in social studies	143	
education (undergraduate: Double major with	144	
Business Administration; Graduate: In a Master's	145	
and Doctoral program, Dr. Byrd had 12 hours of	146	
courses which specifically focused on recent	147	
trends in teaching the social studies).	148	
One problem is present, however, with the	149	
teaching load of those faculty who supervise	150	
student teachers. In the CAR-EE, (page 6) it	151	
was noted that the load equivalent for super-	152	
vising teacher was based upon the ratio recom-	153	
mended by the National Council for Teacher Edu-	154	
cation. The recommended ratio is two student	155	
teachers for one semester hour. If this ratio	156	

SAMPLE REPORT	LINE	REPORTING ERRORS
is used, a number of the faculty directly	157	
involved with the Elementary Education Program	158	
would be teaching overloads. Apparently, this	159	Cite which faculty would
ratio was not followed in all instances (see Dr.	160	be in an overload situation.
Frederick Byrd's Faculty Data Sheet, CAR-EE,	161	Also, indicate the load
(page 6). There is some question also about the	162	for each faculty member
computation of the Department Chairman's admin-	163	cited.
istrative assignment in his total faculty load.	164	
It is, thus, the feeling of the Visiting Committee	165	
that the institution needs to provide additional	166	
evidence that they are in compliance with Stan-	167	
dard V, items 5.8 and 5.81.	168	
The Visiting Committee was also concerned	169	Comments about the Standards
with the diminishing opportunities for Elementary	170	are inappropriate for this
Education faculty to attend professional meetings.	171	report. Submit these obser-
However, Standard V, item 5.6, places unrealistic	172	vations in a separate document
requirements upon colleges in view of the typical	173	to the Division of Professional
budget constraints which limits funds for faculty	174	Development Systems.
travel. The Visiting Committee thus shares with	175	
the institution the fervent hope that more funds	176	
for faculty travel will be soon available.	177	
.	178	
.	179	Did you agree with this
.	180	recommendation for program
(The report continues through Standard VIII)	181	approval? If not, what was
Recommendation for Program Approval	182	your recommendation? What
Recommendation is for full approval with	183	did you include in your recom-
regard to the Elementary Education program.	184	mendation for program approval?

Note

Reporting errors can also include omissions of statements that need to be made in light of the Self-Study materials and/or the campus visit. These findings should be included in the written report and, if warranted, conditions and the time permitted for their removal should be cited.

MODEL WRITTEN REPORTS

Your full written report should be turned in to one of the secretaries assigned for the visit before you leave campus.

An acceptable example of a full written report on Mountaineer State's Elementary Education Program begins on V-1. It is followed in V-6 with an example of a completed Oral Report Abstract. Section W contains an acceptable example of a full written report on an institutional Standard. Briefly peruse the three examples now. You may want to study them in more detail later as you prepare your own written report during an actual campus visit.

At the end of this Section, you will be able to:

1. Identify the acceptable format for the written report by a program specialist.

2. Identify the acceptable format for the written report by a team member who has been assigned an institutional standard.

3. Identify the acceptable format for the Oral Report Abstract.

SAMPLE WRITTEN REPORT

(PROGRAM SPECIALIST)

ELEMENTARY EDUCATION

SECTION I: VERIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT AND ITS ON-SITE IMPLEMENTATION

Standard I - Purpose and Objectives

The overall objectives of the Elementary Education program can be found on pages 17-19 in the Curriculum Analysis Report--Elementary Education (CAR-EE). These purposes and objectives appear to be in agreement with the institutional purposes and objectives as reflected on pages 3 and 4 in the current college catalog. Moreover, interviews with faculty during the on-site review indicate that all faculty members who teach classes within this specialization were involved in the process determining these objectives.

The objectives of this program are communicated to the students in written form in the Student Handbook. Several of the individual faculty members indicated that these were also reviewed with the student at the time she or he presents the goals and objectives for a particular course or as these program objectives might relate to specific course or module objectives. Interviews with students indicated that the majority were not aware of these objectives or their relationships to individual courses. It is recommended that the process of communicating with students needs to be expanded beyond the distribution of publications. Prior to the implementation of the Standards, the objectives were not identified; therefore, the institution is to be commended for its progress in the limited amount of time to accomplish this objective.

Standard II - Organization and Administration

The Elementary Education program is administered by the Department of Education. Dr. John McCoy chairs the Department. He is assisted in some of the administrative duties by the Coordinator of Elementary Education. It became quite evident, however, from the on-site review that the Chairman of the Department is the chief source of leadership in matters relating to all programs administered by the Department He serves on the institution's Teacher Education Advisory Council as the Department's representative. He reviews all proposed curriculum changes before they are sent to the committee with little or no formal input from other members of the Department, students or public school teachers. When questioned about the curriculum development process in the Department, the Chairman asserted that informal input via contact with the schools during student teaching suffices for obtaining ideas about needed curriculum changes. While the Visiting Committee commends the institution for its informal solicitation of ideas from practitioners in the field, it does not feel that regular and formal input into the program is adequate. The committee thus finds that the Elementary Education program does not comply with 2.1 of Standard II, p. 8.

Standard III - Curricula for Teacher Preparation

The Department of Education is to be commended for developing training modules that students may "test out" if they possess the required competencies. Although these modules will not be offered until the Fall term of this year, planning appears to be complete and the program of the Department should be considerably improved with these modules.

Modules and course offerings presented in the program summary sheet (CAR-EE, page 1) meet the minimum hours required by the Standards for the Elementary Education specialization. Also, it was evident from course outlines and a helpful matrix in the CAR-EE, as well as on-site interviews with faculty and students, that, for the most part, the program objectives in the Standards were addressed in designing curriculum for the Elementary Education specialization. The one instance of failure to include program objectives is in the case of metric education (Standards, program objective 5.0, p. 45). The Visiting Committee was unable to find in the CAR-EE where the program objectives relating to metric education were being met in the Mountaineer State program. An interview with the instructor for Math 210, General Math, and Math 323, Mathematics for the Elementary Teacher, revealed that this was an omission in the CAR-EE since he definitely "touched" on metric education in these courses. However, it might be added that his course outlines did not include a reference to metric education. Also, interviews with students who had completed Math 210 and 323 provided no assurances that metric education was included in the courses. The Visiting Committee thus notes that the omission of metric education in the Elementary Education specialization has resulted in noncompliance with Standard III, item 3.0, p. 9.

Standard IV - Student Personnel Programs and Services

All regular faculty share in the advising of students. Although the faculty is carrying a heavy teaching and advising load, the advising system appears to be current. One possible deficiency in the advising system is inconsistency among faculty members in advising students. This criticism was verbalized by several Elementary Education students who had different faculty advisors and who were advised differently concerning courses in their specializations. This situation, however, will be alleviated as the impact of recent changes in the advising systems are experienced, i.e., central advising system for Freshmen and Sophomores, faculty inservice sessions on advising problems.

Career information regarding the Elementary Education specialization is shared with Freshmen during their orientation meetings. This information is also communicated in the introductory Education course, Education 202, Introduction to Teaching. The institution is to be commended for providing individual monitors in the library which contain current information on careers and the supply and demand for the various occupational fields.

The Visiting Committee has identified one problem area with reference to Standard IV. The CAR-EE provides little information on procedures and criteria for admitting and terminating students in the Elementary Education program. Interviews with faculty in the Department confirmed the ambiguity of admission and retention policies. Indeed, it was learned that the termination of a student from the program can be effected via a unilateral decision by the Department Chairman whose criteria for making such a decision may be based on highly personal notions of "professional competence." The Visiting Committee recognizes the vague admission and retention policies and procedures as a clear violation of Standard II, item 2.22 (p. 8) and Standard IV, item 4.5 (p. 10).

Standard V: Faculty

Faculty associated with the Elementary Education program have academic training and public school experience appropriate for their respective teaching assignments. The Visiting Committee noted an important error of omission in one of the Faculty Data Sheets contained in the CAR-EE (p.6). Dr. Frederick Byrd was shown to teach social studies methods classes and supervise student teachers without the requisite academic training and public school experience. (Standard V, items 5.3 and 5.9, p. 11). Examination of Dr. Byrd's credentials revealed, however, that he, indeed, had public school experiences (Waynesboro Public Schools, Social Studies teacher and curriculum supervisor, 1955-1959) and had both undergraduate and graduate training in social studies education (undergraduate: Double major with Business Administration; Graduate: In his Master's and Doctoral program Dr. Byrd had 12 hours of courses which specifically focused on recent trends in teaching the social studies).

One problem is present, however, with the teaching load of those faculty who supervise student teachers. In the CAR-EE (p. 9) it was noted that the load equivalent for supervising teacher was based upon the ratio recommended by the National Council for Teacher Education. The recommended ratio is two student teachers for one semester hour. If this ratio is used, a number of the faculty directly involved with the Elementary Education Program would be teaching overloads (Boreman, Byrd, Moore). Also, this ratio was not followed in all instances (see Dr. Frederick Byrd's Faculty Data

Sheet, CAR-EE, p. 6). Moreover, there is some question also about the computation of the Department Chairman's administrative assignment in his total faculty load. It is, thus, the feeling of the Visiting Committee that the institution needs to provide additional evidence that they are in compliance with Standard V, Items 5.8 and 5.81, p. 11.

The Visiting Committee was also concerned with the diminishing opportunities for Elementary Education faculty to attend professional meetings. This is an institution-wide situation prompted by budgetary constraints. The institution is to be commended for its plans to maximize use of professional development funds. An educator of national renown has, for example, been invited on campus for meetings with students and faculty. Other leaders in the profession will participate in campus programs in part funded by a grant from a national educational honorary. Also, a plan is under study that would permit faculty to travel to professional meetings on alternate years. While the Visiting Committee would recommend expansion of faculty development opportunities, it feels that Mountaineer State is endeavoring to make the most of its limited resources in this area.

Standard VI: Laboratory Experiences

All Elementary Education majors, as in the case with all teacher education candidates, participate in a variety of clinical experiences during their sophomore, junior and senior years. These experiences are administered by the Education Department. Objectives for these activities are sufficiently defined and implemented. In-servicing of public school personnel has been limited to an annual meeting. However, recently the college, in cooperation with the region's Teacher Education Center, has planned some additional training sessions for supervising teachers.

Standard VII: Facilities, Equipment, and Materials

The CAR-EE adequately summarizes data pertaining to facilities and library and media resources pertinent to this specialization (p. 20-25). As noted in the CAR-EE, a department committee periodically reviews the need for additional equipment, space and resources. Classroom and laboratory facilities appear to be quite adequate at the present time. The library subscribes to a representative selection of periodicals in the Elementary Education field. Hard-back and media holdings in this field also appear to be adequate although the Visiting Committee recommends that additional funds be allocated for these resources to meet expanding curriculum demands.

Standard VIII: Evaluation, Program Review, and Planning

The Institutional Report (pp. 80-85) includes data and instruments pertaining to the assessment of students and graduates. The Elementary Education materials refer to these data and instruments. The Department of Education also attempts to obtain additional data on its graduates via a questionnaire. The response to the questionnaire, however, rarely exceeds 40%. The Visiting Committee views this as an insufficient response and recommends that the Department develop additional means to obtain information on the graduates of their programs.

SECTION II: RECOMMENDATION FOR PROGRAM APPROVAL

The Visiting Committee recommends that the Elementary Education program be provisionally approved for the time period indicated for each condition listed below:

1. Mountaineer State develop and implement a plan for curriculum development for the Elementary Education specialization which assures systematic and broad input from those who have a major concern with the specialization. A report of this plan and evidence of its implementation is to be submitted to the Division of Professional Development Systems no later than September 1, 1978.

   The on-site visit revealed that curriculum development in the Department of Education did not provide for broad input. (Standard II, item 2.1, p. 8).

2. Mountaineer State provide for the incorporation of the program objective relating to metric education (Standards, program objective 5.0, p. 45) in the Elementary Education curricula and provide evidence of this addition to the Division of Professional Development Systems no later than September 1, 1978).

   The Visiting Team could not find evidence in the Self-Study or during the on-site review that metric education program objectives were being met in the Elementary Education program (Standard III, item 3.0, p. 9).

3. Mountaineer State develop objective criteria and procedures for the admission and retention of student in the Elementary Education program and submit evidence of the same no later than September 1, 1978.

   The CAR-EE and the on-site review revealed that admission and retention criteria and procedures were not defined. (Standard II, item 2.2.2, p. 8; Standard IV, item 4.5, p. 10).

4. Mountaineer State provide evidence that administrative duties and student teaching supervision assignments are adequately weighed in the computation of faculty loads of persons involved in the Elementary Education program and that such loads do not exceed the average for the staff of the total college. A document which provides the aforementioned evidence shall be submitted to the Division of Professional Development Systems no later than September 1, 1977.

   The CAR-EE was inconsistent in its reporting of load equivalents for those having student teaching assignments. Also, there was no evidence that the Chairman's administrative duties were considered in the computation of his load (Standard V, items 5.8, 5.81, and 5.82, p. 11).

ORAL REPORT ABSTRACT

1. Name(s) of program specialist(s): Mary Clay

2. Program area and grade level(s) reviewed: Elementary Education, 1-6

3. Recommendations for program approval: Indicate "Full", "Provisional" or "Non-Approval" for each grade level reviewed in the program area:

   "Provisional"

4. Briefly list findings that support your recommendations for program approval. If your recommendations is for "Provisional Approval", list conditions and time period suggested for their removal. Also, cite findings pertinent to each condition and the section(s) of the Standards that is (are) in non-compliance.

   a. Mountaineer State College shall devise a plan for curriculum development for the Elementary Education program that assures broad input (9/1/78). The on-site visit revealed curriculum development virtually excluded student and public school input (Standard II, Items 2.0 and 2.1).

   b. Mountaineer State College shall provide evidence of the incorporation of the metric education program objectives (Standards, 5.0, p. 45) into the Elementary Education program (9/1/78). The Self-Study and on-site interviews provided no assurance that this aspect of the specialization was included in the MSC program (Standard III, Item 3.0, p. 9).

   c. Mountaineer State College shall develop objective criteria and procedures pertaining to admission and retention of Elementary Education students (9/1/78). The Self-Study and the on-site review point to the need for definition of admission and retention policies (Standard III, Item 2.22, p. 8; Standard IV, Item 4.5, p. 10).

   d. Mountaineer State College shall provide evidence that administrative duties and student teaching supervisory assignments are adequately weighed in faculty loads (9/1/77). Calculation of faculty load with respect to administrative and student teaching at present not clear Standard V, Items 5.8, 5.81, and 5.82, p. 11).

5. Briefly summarize any commendations, recommendations or overall reactions to the program.

   a. Evidence of faculty commitment to teacher education. Well staffed.

   b. Development of competency based training modules should enhance the program.

   c. Need to expand opportunities for faculty attendance at professional meeting.

   d. Need to solicit means which encourage more adequate response to follow-up evaluations of graduates.

SAMPLE WRITTEN REPORT
ON AN INSTITUTIONAL STANDARD
(Standard VI: Laboratory Experiences)

I: Verification of the Institutional Self-Study Report and its on-site implementation.

Laboratory experiences at Mountaineer State College are described on pages 42-50 of the Institutional Self-Study Report. It might be noted at the outset that the campus visit revealed the Self-Study Report to be inadequate in its description of both strengths and weaknesses of this aspect of the teacher preparation program. The laboratory phase of the program has a number of impressive features that were evident from the on-site visit. First, prospective teachers at Mountaineer State are exposed to a variety of laboratory experiences in the course of their preparation. Also, the institution should be commended for getting students out into the schools early in their preparation. Clinical experiences begin as early as the spring term of the Freshman year with a twenty clock hour classroom experience as part of the requirements for the course, Education 20, Introduction to Teaching. Interviews with Mountaineer State students and public school personnel indicated that the initial clinical experience was left pretty much up to the classroom teacher with little guidance from the college. Therefore, the initial experience may consist only of the participant "putting in his time" as an observer in the back of the classroom. In other instances, the classroom teacher involved the participant in individual tutoring; or, in rare instances, teaching a lesson for the entire class.

During the junior year all elementary and secondary teacher candidates are required to take Educational Psychology 30, Human Growth and Development which also has a mandatory field experience of twenty hours. The clinical activities in this course are more structured to aquaint teacher education students with selected learning principles. One of the difficulties encountered in this field experience is that the course is taught by the Psychology Department with the Education Department supervising the clinical phase of the course. Although the college recognizes the problems in this arrangement and have made concerted efforts to work out the coordination of the on campus and field experiences, problems still exist in correlating the two aspects of Educational Psychology 30.

Fifty students were enrolled in the student teaching program at the time of the campus visit. As indicated in the Self-Study Report student teachers are most frequently assigned in the county in which the college is located and the adjoining counties. Mountaineer College is to be commended for providing student teaching experiences in central city schools of Pittsburgh. Five students were placed in these schools at the time of the campus visit. Other impressive features of the student teaching program that became apparent during the campus visit included the quality and frequency of the college supervisors' contacts with student teachers in the field. At the time of the campus visit, student teachers had been in their assignment about five weeks. It was reported by both student teachers and supervising teachers that the college supervisor had visited the classroom at least twice and more commonly three or four times. The frequency of visits is greatly appreciated by both student teachers and supervising teachers. Mountaineer State College is also to be commended for its preparation of a student teaching handbook and an accompanying audio-tape which contains helpful information for both student teachers and supervising teachers. Another noteworthy feature of the student teaching program is the weekly seminar taken during the student teaching term. The seminar provides an opportunity for student teachers to share their experiences and concerns arising from their teaching assignments. It might be added that a college supervisor travels over 100 miles one day a week to Pittsburgh to conduct the weekly seminars and to visit classrooms.

While the laboratory phase of the Mountaineer State College program has a number of very commendable features, there are some major deficiencies in this phase of teacher training that should be noted.

A primary deficiency from the Self-Study Report and the campus visit is the lack of identifiable and consistent objectives for the laboratory program. This omission violates 6.1 of the 1974 Standards. The absence of clearly stated objectives, additionally jeopardizes meaningful evaluation of the laboratory program and makes unclear the relationship of the clinical experiences to the total professional education sequence.

A second major program deficiency relates to 6.6 of the 1974 Standards which requires that the institution shall provide for the inservicing of public school personnel and college staff in terms of goals of the overall teacher education program and the particular objectives of the several laboratory experiences. Upon the basis of the Self-Study Report, and the interviews with public school personnel and Mountaineer State faculty, it is concluded that the Mountaineer State Program does not comply with this section of the Standards. Apparently at one time the college held an annual dinner for cooperating teachers which provided a limited opportunity to communicate the goals of the Mountaineer State Program. This program was ultimately discontinued due to budget constraints. However, there have not been any inservice programs instituted in its place. Discussions with the college education faculty suggested that they were sensitive to a possible need but rationalized that (1) since the number of schools that were involved in their laboratory program was relatively small and (2) contacts of college supervisory personnel with public school faculty was frequent, a formal inservice program was not an urgent concern. The college's participation in the region's Teacher Education Center which conducts annual orientation meetings for cooperating teachers was cited as an additional factor in the college's lack of incentive in providing their own inservice program. That Mountaineer State did not need to have a formal inservice program was a view not necessarily shared by public school personnel who, on the basis of several interviews, seemed to lack an understanding of some of the procedures and goals of the various clinical programs. It might be added that Mountaineer State College apparently has made some efforts to remedy this situation. One Mountaineer State faculty member noted that public school officials had been approached concerning the possibility of Mountaineer State participating in the public school inservice programs for the purpose of sharing the goals of the college program. School officials seemed receptive to the idea.

It was also learned during the on-campus visit that faculty who teach the special methods courses for secondary education majors, rarely follow up their students in the field. This is not too surprising in view of the fact that the College does not allocate funds or load credit for special methods personnel to observe student teachers. Cooperating teachers frequently criticized this aspect of the clinical program. It is the recommendation of the Visiting Committee that the College make diligent efforts to involve the special methods persons in the clinical program, if not in school visits, at least in the weekly on-campus student teaching seminars.

Finally, as has been noted above, there appears to be some problems in coordinating the on-campus and field experiences included in the junior level Educational Psychology course. The identification of objectives for the laboratory program and this particular phase of it should reduce some of these difficulties. However, it is further suggested that greater collaboration in the planning and implementation of both aspects of the course is essential.

II: Recommendations for Program Approval

The recommendations is for provisional approval with respect to Standard VII: Laboratory Experiences until September 1, 1977, with a progress report by September 1, 1976, with respect to the following conditions.

1. Specific objectives for the laboratory program must be delineated and procedures for their evaluation described. Also, the objectives of the laboratory program must be related to the total Professional Education sequence. The Self-Study Report and the on-site review revealed that objectives for the laboratory program were virtually non-existent (Standard VI, items 6.0, 6.1 and 6.2, p. 12).

2. Mountaineer State College should develop a plan for the in-servicing of public school personnel regarding the goals of the colleges professional education program and its clinical experiences. At present, the college does not have a formal in-service program for public school personnel (Standard VI, item 6.6, p. 12).

PLEASE ATTACH THE FIRST PAGE OF YOUR PROGRAM ANALYSIS CHECKLIST TO THIS REPORT.

DECISIONS ON PROGRAM APPROVAL

After your oral report to the Visiting Committee and the submitting of your full written report and the appropriate expense forms, your work as a program specialist is completed. The Visiting Committee is grateful for your diligent efforts in this assignment. However, the Committee's work continues as many decisions--at times, difficult ones--have yet to be made. This section describes the remaining activities of the campus visit schedule and the follow-up of the campus visit report.

At the end of this section of the training program, you will be able to:

1. Identify the purposes of the Tuesday evening session and Wednesday exit interviews.
2. Describe the follow-up procedures for the recommendations of the Visiting Committee.

XYZ

DECISION MAKING
AND
FINAL REPORTING PROCEDURES

Tuesday evening session is attended by members of the Visiting Committee. Reports on Institutional Standards are heard. The Committee must then decide on program approval for each Institutional Standards, General Studies, Professional Education and each Teacher Education specialization. Again, the program approval options are: Full, Provisional, or Non-approval.

The Visiting Committee may accept all, portions or none of the recommendations of the Program Specialists and consultants.

The recommendations of the Visiting Committee are shared with institutional officials at the exit interview on Wednesday. They are then compiled in a report that is submitted to the State Board of Education.

The staff of the Division of Professional Development Systems is responsible for whatever follow-up is required by the campus visit. However, recommendation for removal of conditions must be reviewed by the State Board of Education.

This completes the simulation. We would appreciate you taking a few minutes to complete the following workshop evaluation questionnaire. Your candid evaluation of the workshop will help us as we prepare for subsequent training sessions.

Before you leave the workshop, you may want to take a few minutes to examine some documents at the front of the room that were associated with a recent campus visit.

WORKSHOP EVALUATION

What is your major professional assignment? (Check One)

Code Number: ______

______ Public School (K-12) Classroom Teacher

______ Public School (K-12) Administrator

______ College or University Instructional Faculty

______ College or University Administrator

______ State Department of Education Personnel

______ Other (please specify): ____________________

Did you participate in a campus visit during the 1975-76 academic year?

____ Yes ____ No

Part I:

Please indicate the adequacy of your information or skills pertaining to the following aspects of the campus visit. Please check the appropriate column to the right of each statement.

	SUFFICIENT		QUESTIONABLE	DEFICIENT	
	1	2	3	4	5
1. (Objective 1.0) My ability to describe the "approved Program Approach" to teacher education program development in West Virginia is:					
2. (Objective 2.0) My ability to apply the Standards in the assessment of teacher education programs during on-site visitation is:					

	SUFFICIENT		QUESTIONABLE	DEFICIENT	
	1	2	3	4	5
3. (Objective 3.0) My ability to identify and briefly describe the major components of the Self-Study is:					
4. (Objective 4.0) My knowledge of the major activities which take place during the campus visit is:					
5. (Objective 5.0) My ability to identify and prioritize tasks for the Monday and Tuesday's assignments is:					
6. (Objective 6.0) My ability to distinquish among the roles of the Visiting Committee member, the program specialist and the consultant is:					
7. (Objective 7.0) My ability to identify appropriate data sources in the preparation of my report to the Visiting Committee is:					
8. (Objective 8.0) My interview, data collection and analysis skills pertinent to the campus visit are:					
9. (Objective 9.0) My understanding of program approval options is:					
10. (Objective 10.0) My ability to substantiate by specific documentation my findings of the on-site review is:					

Part II: Place an "M" by that part of the simulation that was of MOST assistance to you; place an "L" by that part of the simulation that was of LEAST assistance to you.

_____ 1. Orientation

_____ 2. Verification of the Self-Study: Preliminary Assessments at Home (Part I)

_____ 3. Verification of the Self-Study: Preliminary Assessments at Home (Part II)

_____ 4. Verification of the Self-Study: Preliminary Assessments at Home (Part III)

_____ 5. Verification of the Self-Study: On-Site Assessment (Part I)

_____ 6. Verification of the Self-Study: On-Site Assessment (Part II)

_____ 7. Verification of the Self-Study: On-Site Assessment (Part III)

_____ 8. Verification of the Self-Study: Reporting the Findings

_____ 9. The Model Reports

_____ 10. Decisions on Program Approval

Part III:

	Yes	No
1. Would you recommend the training sessions as being helpful for a prospective team member?	_____	_____
2. In general, were the materials for the training session adequate?	_____	_____
3. Was the leadership for the training session adequate?	_____	_____
4. Was the time frame for the activities sufficient?	_____	_____

Part IV:

Please provide comments relating to any improvements for the training session. (Use back of this page if necessary.)